DOCUMENT RESUME

ED 399 353 CE 072 369

TITLE	Education for Homeless Adults: Strategies for Implementation. Volume III--Family Literacy and More Lessons.
INSTITUTION	Hudson River Center for Program Development, Glenmont, NY.
SPONS AGENCY	New York State Education Dept., Albany. Office of Workplace Preparation and Continuing Education.
PUB DATE	18 Sep 95
NOTE	157p.; For volumes I and II, see ED 376 269 and CE 072 368.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Adult Basic Education; Adult Programs; Behavioral Objectives; Classroom Techniques; *Competency Based Education; Early Childhood Education; *Educational Resources; *Educational Strategies; Holistic Approach; *Homeless People; Intergenerational Programs; Learning Activities; Lesson Plans; *Literacy Education; Statewide Planning
IDENTIFIERS	*Family Literacy; New York

ABSTRACT

This document, one of a series of guidebooks that were developed for educators of homeless adults in New York, presents program development strategies and sample lesson plans that promote a holistic, contextualized approach to teaching. After a brief introduction, the importance of family literacy is discussed, and 25 publications devoted to homelessness and family literacy are listed. The remainder of the document consists of 32 lesson plans (25 dealing with various life management-related topics and 7 concerned with family literacy) along with strategies for teaching homeless people and guidelines for using the lesson plans. Each lesson plan in the life management section includes some/all of the following: goal; outcome objectives; list of required materials/resources; and one or more activities. Twenty student handouts for use with the life management lessons are also provided. The family literacy lesson plans are longer, and they outline projects that may be conducted over weeks of class meetings. Along with goals and activities, the family literacy lessons also contain bibliographies listing a total of 176 publications and list outcome objectives for the following specific audiences/levels: adults, early childhood, parent support groups, and intergenerational groups. (MN)

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ED 399 353

Education for Homeless Adults: Strategies for Implementation

Volume III - Family Literacy and More Lessons

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OFFICE OF ELEMENTARY, MIDDLE, SECONDARY AND CONTINUING EDUCATION
ASSISTANT COMMISSIONER FOR WORKFORCE PREPARATION AND CONTINUING EDUCATION

September 18, 1995

Dear Colleague:

We are pleased to offer *Family Literacy and More Lessons - Volume III*. Like the previous two volumes in this series, this was developed in response to requests of educators working with homeless adults and families. Also like the other volumes, this was developed by educators in the field, whose contributions make the contents especially relevant and useful. This volume provides program development strategies and sample lesson plans which promote an holistic, contextualized approach to teaching.

It is important to note that, while this and the other two volumes of *Education for Homeless Adults Strategies for Implementation* were developed especially for practitioners working with homeless adults, all three volumes have broader applicability. They have been used successfully in many other adult education classrooms and with a wide range of adult learners. The addition of family literacy strategies and lessons to this volume is a good example of its expanded appeal.

As a final note, although funding specifically targeted for educating homeless adults may no longer be available, we recognize the importance of this work. We hope you find this resource helpful and encourage your comments and suggestions.

Sincerely,

Johanna Duncan-Poitier

Johanna Duncan-Poitier

Education for Homeless Adults: Strategies for Implementation

Volume III - Family Literacy and More Lessons

The University of the State of New York
The State Education Department
Office of Workforce Preparation and Continuing Education
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Acknowledgments

The authors would like to thank all who contributed to the production of this guide. Francine Fluty, Rosemary Kane, and Delores Tyler, all teachers of homeless adults, deserve special recognition for their willingness to share their time and expertise in developing the document in general, and the sample lessons in particular. Sharon Masrour of the Center for Family Resources was very generous in providing information and sample lessons focusing on family literacy. Glenn Schechtman edited the manuscript and provided advice and support throughout its development. Barbara Smith's words welcome the reader to this document. Kay Peavey managed the entire developmental process of the document, and Colleen Dowd coordinated its production.

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Introduction

The third volume of *Education for Homeless Adults: Strategies for Implementation* continues to address a number of important topics in its sample lessons. Once again, a group of educators from homeless programs met to develop these lessons on topics requested by you and your fellow educators of homeless adults. In addition to the core of lessons developed by New York State educators, we also chose lessons from homeless education programs in other states and revised them to meet program needs as you indicated in feedback to us.

This volume consists of three sections. The first section describes a family literacy approach for homeless adults and children. The information and lessons in this section provide an opportunity to begin mitigating the trauma of homelessness in a supportive environment. The second section focuses on implementing sample lessons which address a myriad of pressing issues. The third section consists of additional lessons to keep you and your students focused, motivated, and excited about learning.

Since you had requested more information on family literacy, we asked the staff of the Center for Family Resources (CFR) to assist us with the first section of the guide. The notion that people, adults and children alike, can approach literacy as a family unit has become very popular in the past few years. This concept makes singular good sense, of course, in homeless shelters for families. We encourage family literacy to be included in these shelters as a matter of policy.

To help you integrate family literacy into your Education for Homeless Adults program, the first section contains important information. You'll find general content about family literacy. There are also two bibliographies: *Addressing Homelessness* and *Overview of Family Literacy*. CFR also has designed four sample lessons noted in the listing on page 15 and the chart on pages 16-21. Each of these lessons contains handouts and individualized bibliographies. In addition, CFR has illustrated how to extend any lesson to include a family literacy component. This "extension" process has been illustrated using lessons in this volume as well as ones from previous volumes. The lessons and their extensions can be located using the listing on page 15 and the chart on pages 16-21.

In developing the second section of the guide in implementation strategies, we also asked educators how to encourage everyone to use the three volumes. How can your Education for Homeless

Adults program incorporate these new ideas and new resources into your ongoing operation? How can other adult education programs use the profusion of lessons and other resources for their learners? We have some ideas based on feedback from teachers who already utilize these very special resources.

The third section containing the sample lessons builds on the series in the first two volumes. The goals of these lessons mirror previous collections including self–esteem building, developing interpersonal skills, taking responsibility, using resources, organization/planning, and job finding. In addition to life skills, each of the lessons builds and reinforces the basic skills of reading, writing, and computation. To be consistent, the format of the sample lessons is the same as in the other two volumes and includes all required handouts and resources. By the way, you asked that the handouts related to the sample lessons follow them. We have done so in this volume.

The third volume of *Education for Homeless Adults: Strategies for Implementation*, as with other volumes in the series, has attempted to advance pressing issues to help you in your work with homeless adults and their families. The lessons provide a forum in which to present issues which challenge homeless adults and to provide opportunities for some success. In fact, teachers have told us that these documents have broad applicability to other adult education programs and populations. Look at the charts on pages 16-21 for insight into integrating these lessons into general literacy classrooms.

Why Family Literacy?

Consider the following statistics that illustrate a society at risk:

Adults at Risk

- Adults in the lowest level of the quantitative* literacy skills are more likely to live in poverty (44 percent) than those in the highest level (4 percent).
- Adults in the lowest level of the prose literacy scale are less likely (5 percent) than those in the highest level (70 percent) to be employed in a managerial, professional, or technical occupation.
- Adults in the lowest level on the document literacy scale worked fewer weeks (19 weeks) than those in the highest level (43 weeks).
- The number of homeless adults under the age of 25 increased over 100 percent in the past five years. This younger population is less prepared educationally and economically.
- The percentage of homeless adults with a high school degree dropped 40 percent during the past five years.
- Likewise, the percentage of those homeless adults who have work experience plummeted by over a third.

Children at Risk

- Almost 25 percent of first–graders are living in poverty. In urban areas, it is well over 30%. (In 1991, the poverty line was $10,860 for a family of three and $13,924 for a family of four.)
- Approximately half of these children living in poverty begin school as much as two years behind their peers in preschool skills — very rarely do they ever catch up.
- Poor children are three to four times more likely than other children to drop out of school.
- During the past five years, the number of homeless children under the age of six climbed by an astounding 420 percent.
- By the year 2000, it is estimated that more than 14 million children will live in poverty.

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* The 1992 National Adult Literacy Survey defined three types of literacy: quantitative, prose, and document.

Families at Risk

- One in six babies born in America is born to a teenage mother.
- Poor teenagers become mothers at four times the rate of teenagers from middle– and upper socioeconomic groups.
- 40 percent of these teenage mothers have an education of eighth grade or less; fewer than half will complete high school.
- Today, nearly 100 percent of homeless families are headed by single women.
- Over the past 20 years, the number of preschool children who are living below the poverty line has increased more than 60 percent; it is the children who lived in poverty 20 years who are now parents caught up in the cycle.

The Economy at Risk

- The skills employers say they need are basic skills in written and spoken English, problem solving, oral communication, ability to work in groups, analytical skills, and critical thinking skills.
- Many of today's parents are unable to compete in a job market which requires the demonstration of literacy and technical competence. Those mothers without high school graduation who are fortunate enough to obtain a job earn, on average, 40 percent less than those with a high school diploma.
- 85 percent of the workforce for the year 2000 has already left school.

Compiled by Sharon Masrour, Center for Family Resources from the following sources: National Center for Family Literacy, 1992 Adult Literacy Survey, Homes for the Homeless.

"Homelessness is not a housing issue; it is an education issue."

— Ralph Nunez, President/CEO, Homes for the Homeless, Inc.

Although much has been done in recent years in an effort to address the problem of family homelessness, the issues are often so complex that they defy simple resolution. According to Homes for the Homeless, Inc. (an organization that provides families with education, employment training, and support services which enable them to gain and retain permanent housing and independent living), the fact that the size of the homeless family population is ever-growing presents a major hindrance to our efforts to alleviate the situation. There was, for instance, a 500 percent increase in New York City's homeless family population in just one decade (from the early 1980s until the early 1990s).

Large number of adults who are homeless or live in poverty in New York State did not complete high school. Many lack basic literacy skills. Research strongly links the achievement levels of children to the literacy levels of their parents, particularly their mothers. Illiteracy and low-literacy are intergenerational problems that require intergenerational solutions. The scope of these problems is illustrated by the statistics on pages 3 – 4 .

Family literacy programs (as distinguished from traditional adult literacy programs) draw on the strengths of caring and concern within a family to foster **each member's** literacy skills.

While no two programs look exactly alike, there are several central assumptions about the nature of learning and family life at the core of family literacy programs:

1. All families have strengths.
2. Families are more diverse than uniform.
3. Parents are the first and most influential teachers of their children.
4. Values and beliefs are passed from one generation to the next in a family; therefore, it is essential that the literacy needs of the family as a unit be addressed.
5. Literacy and learning are lifelong processes and all families are somewhere on a literacy continuum.
6. Programs that involve parents in a participatory curriculum development process are able to celebrate cultural differences as well as empower parents.
7. Families are in the best position to define the goals of their own literacy development.

Although such beliefs are commonly held among successful programs, the decisions to offer programming to parents and/or children, either separately or together, and about which services to offer, are closely tied to: a) the availability of resources; b) the underlying assumptions about the definitions of literacy, the nature of learning and the dynamics of families; and, most importantly, c) the outcomes the program participants desire to achieve. While family literacy programs that serve homeless families present a particular set of challenges in their implementation, they do follow a particular set of guidelines.

For maximum effectiveness, family literacy programs should be comprehensive. While there will be variety in where and how program components are delivered, family literacy programs should include the following components:

- Adult education
- Developmentally appropriate Early Childhood education
- Parent support and education
- Intergenerational/Parent–and–Child–Together activities.

In developing these components in family literacy programs, the focus is on incorporating the following essential elements:

- Educational services should be based on sound instructional principles, e.g., learning styles.
- Programming should continue for a significant period of time, e.g., a semester.
- Programming is developed and implemented by teams consisting of teachers, counselors, aides, former students, etc.
- Programming builds upon family strengths, e.g., love of children and wanting the best for family.

Programs which address the educational needs of both parents and children, provide regular opportunities for parents to interact with their children in a learning environment, and provide support and parenting education for parents can be expected to have the most long–lasting impact on family literacy.

Because family literacy programs are dynamic as they respond to individual participant's needs and goals, a preformulated curriculum — a single generic sequence of themes, learning outcomes and lesson plans — would not be appropriate. Every group of students is different: what happens in any given class depends on who the participants are, what their concerns are, and on the contexts of their lives. Each group brings its own set of family situations, language and literacy backgrounds, community issues, employment circumstances, and cultural

strengths to the learning environment. A way of engaging these learners in the educational process and of building on the experience and strengths they bring to the classroom is to have them participate in shaping the curriculum. The key to this participatory approach is centering instruction on the real issues of each group.

Thus, what you will find on the following pages is merely a sample collection of family–literacy–focused lesson plans. They have been developed to illustrate the philosophies of family literacy:

- ➢ They build upon the unique strengths of individual learners and families.
- ➢ They foster language, communication, and other academic skills through actively engaging the learner.
- ➢ They encourage parent–child interaction and incorporate an integrated team approach to drawing the curriculum across the components to ensure an effective and holistic program.

Comprehensive family literacy programs involve four distinct components (adults, early childhood, parent support groups, and intergenerational time) and so are relatively complex. The family literacy "lessons" (A – D on pages 151 – 184) included in this document are more or less units of study rather than discreet 45–minute lessons. Therefore, it is somewhat difficult to include all the questions that a teacher might ask or all of the resources utilized — such a listing would be far too cumbersome for this document. In other words, these lessons may not be quite as specific as others, but their scope tends to prohibit such expansiveness.

With some adaptation, you will surely find that these suggested lessons can work in your program. Even more importantly, you will discover that the lessons that are the organic and authentic results of *your* classroom realities, and which may have been designed for your adult students alone, can easily be organized to include a focus on strengthening the entire family while accommodating varying degrees of comprehensiveness of your program.

Good luck in helping today's homeless families recognize the promise of a better future for generations to come.

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed it is the only thing that ever has."

— Margaret Mead

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Compiled by Sharon Masrour, Center for Family Resources

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Compiled by Sharon Masrour, Center for Family Resources

Strategies for Implementing Sample Lessons

Utilizing curricula and instructional materials is an age–old problem. For as long as instructional guides have been developed, educators have kept them on the shelves. The Education for Homeless Adults program, under whose aegis the three volumes of instructional guides entitled *Education for Homeless Adults: Strategies for Implementation* have been developed, stresses the use of the sample lessons and other resources in the manuals. We asked some teachers how to motivate other teachers to use the lessons.

First we heard the problems associated with implementing new programs. Time, "know how," lack of staff, too many responsibilities, and feeling overwhelmed were among the reasons cited for why new materials are not used. Resistance to change from both students and teachers was also mentioned. Suffice it to say that teachers are already overburdened; some refer to themselves as the "walking wounded." And, responsibilities are not going to lessen; nor is compensation going to increase appreciably.

Given that there are multiple reasons why teachers are reluctant to try out new materials, are there any reasons why they might want to? The "WIIFM Principle" applies in this case as in so many other instances. The WIIFM Principle is: *What's in it for me?* Teachers, like all other human beings on earth, want to know what's in it for them to make a change. What's in it for them to try these three volumes of sample lessons? People don't change their behavior — try new things — unless there are compelling reasons to do so. Think about instances where you have changed your behavior. Why did you? There will *always* be a compelling reason. You were getting short of breath; your new suit from last spring doesn't fit; you feel stiff when you wake up in the morning.

Advertisers depend upon the WIIFM Principle. Why do you buy different brands of toilet paper, soap, perfume, beer, jeans, cars, etc.? WIIFM on Madison Avenue means you will be more attractive; find the perfect partner; and walk happily into the sunset. WIIFM for teachers has to be a little more realistic. There has to be more compelling reasons to try new material.

Why should teachers try these three volumes of sample lessons? What's in it for them? Whoever is responsible for staff development in your program will have to figure out why teachers should use the sample lessons. Here are some reasons:

- ➢ The three volumes have lots of information about homeless adults and their families including resources galore!
- ➢ There are lots of suggestions about how you can get help from other agencies!

- There are 72 sample lessons in the three volumes, complete with objectives, handouts and answer keys. Most of the preparation work has already been done!
- The format is user–friendly and has even been used by other states.
- The sample lessons provide some answers to a wide range of relevant issues challenging homeless adults and their families every day!
- Using the resources can help you become a better teacher.
- Lessons are flexible with broad applicability. They can be tailored to the specific needs of other populations.
- This is a great "how to" for new teachers. Start them out on the right foot!
- The administration wants you to try new "things!"

Once you have thought about how to motivate teachers to use the three instructional guides, begin to plan the staff development. Again, plan so it's in teachers' interests to attend staff development. It can be in the form of a day–long workshop, an hour of practice every few weeks, mentoring, or other creative possibilities. However the staff development is scheduled, it should be fun. Have the staff development session in the park or some other fun place! Include a meal! Have a competition! Award prizes for the most lessons implemented from the three volumes! Give T–shirts to every teacher who uses three lessons from each volume! Showcase teachers who incorporate the lessons into other programs like Life Management, Action for Personal Choice, etc. Reward teachers in other ways like certificates and articles in the school district newsletter or an area weekly newspaper! Demonstrate how to adapt lessons to different skill levels or different populations! Show how the lessons develop and prepare academic skills! And practice, practice, practice!

In preparing teachers to use these resources, it is important to emphasize that the basic skills of reading, writing, and computation can be reinforced in the lessons. Each volume contains a chart which classifies the lessons by goal, listing the objectives, the related basic skills, and volume and page number. The chart in this third volume, which includes all the lessons from all three volumes, can be found on page 16-21.

The most common word we heard in asking about using instructional resources was comfortable. Teachers will use new material if they feel comfortable and confident in incorporating it into their repertoire of resources. So, the final advice in planning staff development is to err on the side of comfort. Make the environment comfortable and relaxed; use a talented staff

developer to put participants at ease; have lots of time for interaction at lunch, during breaks, and in small group activities; and, have "feeling comfortable" one of the objectives (outcomes) of the staff development session.

When planning staff development, keep in mind a concern teachers often mention about these lessons: They might open up your role to include counseling. This is a serious and legitimate concern. Anytime we're working with people, we have to concern ourselves with the issues that affect their lives. Why? Because these issues get in the way of learning. Parents who are agonizing over their children being scared when they go to school, or being sick, or using drugs, or any of the other multitudinous calamities which can befall them will have difficulty concentrating on their work. Learners who have not eaten or who have not slept can't be expected to focus on schoolwork. We're all human beings and human problems affect what we do and how well we do them! Sometimes when we're teaching, it feels like we're counseling.

Most experienced adult educators actually describe each day as helping learners with pretty basic things like writing or math — and — sometimes helping learners with where they will sleep that night or how they will feed their families. Every day, there is a continuum from "just teaching" to "just counseling" and what we do falls in lots of places on it. Teachers have to decide what are their own personal limits on that continuum between counseling and teaching. Teachers, administrators, counselors, and caseworkers have to get together and decide what range on that continuum is acceptable in their programs. Most of all, teachers have to be able to express their fears about the "worst case scenarios" and what they would do in those circumstances. What are their worst fears? As part of staff development, ask teachers to describe what they are afraid will happen if they teach about life skills, or self esteem, or alcohol and other drugs. Have them write scenarios on index cards. Then, ask other groups in the staff development session to problem–solve solutions. This exercise is very powerful because it confronts our worst fears and gives us answers.

Finally, teachers need to know where to refer people who need additional help. Referral skills and resources should also be part of staff development. Again the WIIFM principle applies. What's in it for them to learn about it? You will find that teachers will be very motivated in knowing how to deal with difficult problems that arise in the lives of their students — and difficult students. Clear administrative policies about referral and available resources will also help in these discussions.

If you are a teacher, but no staff development is readily available, the same principles described above apply. Look at all the reasons why these lessons will make your life easier. Lots of information and resources! Seventy–two sample lessons! How about feeling comfortable with these lessons? Does the line between counseling raise fears for you? How do you get help from other agencies? Talk with other teachers, counselors, or your administrations about their experiences. Figure out the "worst case scenario." What advice would you give another teacher? Again, confront your fears and be confident that you have answers.

Motivating busy and overextended teachers to use new resources is a challenge. To meet the challenge, there are some good ideas described above. Try those ideas! Keep at it! Practice! Practice! Practice!! Staff development requires tenacity. And you have plenty of that, or you wouldn't be in adult education.

Using the Sample Lessons

Building on the 43 sample lessons presented in the first two volumes of the *Education for Homeless Adults: Strategies for Implementation* series, this third volume contains additional sample lessons for instructors of homeless adults to use. Sample lessons 44 through 68 are listed on the following page and begin on page 23. Please note a departure from the previous volumes: any handouts referred to in a lesson immediately follow that lesson. Additionally, sample lessons A – D, which feature family literacy, are each followed by a bibliography tailored specifically for that lesson.

On pages 16 – 21 , all of the sample lessons in all three volumes are listed in charts for easily locating appropriate and related lessons in each volume. The lessons are grouped by goals, which are listed in Column 1. Column 2 indicates the objective or main skill of the lesson. The related academic skills also listed in Column 2 will help students achieve the objective. The number and title of the sample lesson, followed by the volume and page number (in parentheses) where the sample lesson can be found, are listed in Column 3.

Some of the lessons may fit into more than one category in which it is listed. Feel free to use the lessons in whichever way you find most helpful. For example, if you are seeking lessons for a general literacy classroom, you might search for the Related Academic Skills of "reading" and "writing" on the chart. Your search would lead you to sample lessons 5, 31, 33, 59, 67, 21, 40, etc. Referring to the objective of the lessons will help you determine if that sample lesson will serves your student's needs. In the example of writing, sample lesson #5 focuses on overcoming stereotypical thinking, while sample lesson #33 focuses on developing appropriate job behaviors. You can choose whichever lesson is most fitting for your students in terms of their goals, challenges, and characteristics.

Sample Lessons

44. What's In It For Me?* 23
45. Finding Safe Housing 31
46. Helping Us Grow! 35
47. Changing Habits 39
48. Teenagers: How To Cope! 43
49. Better Safe Than Sorry 53
50. Getting To Know You (Part 2) 57
51. Time Management 61
52. Stress Management (Part 2) 69
53. Health Relationships: How To Keep Them Healthy 71
54. Healthy Families: Learning Together* 79
55. Setting Career Goals 83
56. Reading! Reading! More Reading!* 89
57. Will I Ever Use This In Real Life? 91
58. Alcohol and Your Neighborhood 95
59. Setting Up a Support System 97
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63. Locating Information Using The Telephone Directory ... 125
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	Building a support system/ *Classifying, self–assessing, writing*	59. Setting Up a Support System (III–97)
	Identifying expectations/*Oral communication, interpreting written word*	60. Expectations – You Are What You Think! (III–107)
	Altering negative thinking/ *Personal expression, writing*	67. Emotional Buttons (III–143)
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GOALS	OBJECTIVES/ *Related Academic Skills*	LESSONS (VOL.–PAGE)
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	Meeting your child's needs/*Communication, assessing, problem solving*	18. Your Child's Most Important Advocate (I–61)
	Valuing recreation as part of wellness/*Planning, evaluation*	34. Planning a Recreational Activity (II–55)
	Engaging in physical fitness/*Planning, communication*	35. Physical Fitness and Exercise (II–57)
	Increasing awareness of HIV and AIDS/*Communication*	36. HIV Education (II–59)
	Managing stress/*Concentration, relaxation*	37. Stress Management (II–61)
	Communicating with your teenagers/*Critical thinking, analysis, writing*	48. Teenagers: How to Cope! (III–43)
	Encouraging personal safety/*Planning, decision making*	49. Better Safe than Sorry (III–53)
	Managing stress/*Writing, concentration, relaxation*	52. Stress Management – Part 2 (III–69)
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GOALS	OBJECTIVES/*Related Academic Skills*	LESSONS (VOL.–PAGE)
Building Self–Awareness and Self–Esteem	Increasing awareness of self and others/*Geography*	1. Getting to Know You (I–27)
	Examining lives/*Problem solving*	2. Your Personal Universe (I–29)
	Identifying learning styles/*Self–assessing, classifying*	3. Discovering Your Learning Style (I–31)
	Changing behaviors/*Planning, evaluating, writing*	8. Taking Control of Your Life (I–41)
	Valuing life experience/*Writing*	10. Personal Histories (I–45)
	Identifying talents/*Written and oral communication, leadership*	11. Blow Your Own Horn! (I–47)
	Developing personal expression/ *Writing*	12. Dear Diary (I–49)
	Facilitating learning/*Reading, analysis, writing*	25. Schooling: Then and Now (II–33)
	Adapting/*Comparison, application, writing*	26. Passages (II–35)
	Valuing one's self/*Reading, communication*	27. After A While (II–37)
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	Interacting with others/ *Communication, leadership, critical thinking*	50. Getting to Know You – Part 2 (III–57)
	Increasing self–confidence/ *Presentation, communication*	66. Confidence through Role–Playing (III–141)
	Developing confidence and motivation/*Reading, writing, measuring*	A. Family Cookbook (III–151)

GOALS	OBJECTIVES/*Related Academic Skills*	LESSONS (VOL.–PAGE)
Using Resources To Develop Autonomy	Learning about resources/ *Research, writing, problem solving*	13. Using Community Resources (I–51)
	Information gathering/*Reading, vocabulary*	14. In Today's Headlines (I–53)
	Locating resources/*Research, consensus building*	15. Accessing the Public Library System (I–55)
	Recognizing safe communities/ *Map reading, research, interviewing*	45. Finding Safe Housing (III–31)
	Encouraging reading/*Reading, community involvement*	56. Reading! Reading! More Reading! (III–89)
	Applying classroom skills/*Critical thinking, application, motivation*	57. Will I Ever Use This in Real Life? (III–91)
	Locating information/*Reading, research*	63. Locating Information Using the Telephone Directory (III–125)
	Participating in political activities/ *Vocabulary, action planning*	65. Politics and You (III–137)
	Valuing nature/*Research, letter writing, environmental advocacy*	B. The Nature of Things (III–159)

GOALS	OBJECTIVES/*Related Academic Skills*	LESSONS (VOL.–PAGE)
Developing Employability Skills	Developing action plans/*Problem solving, research*	22. Experience + Interests = Career (I–69)
	Completing forms/*Analysis, writing, research*	23. Pocket Resume and Interview Information (I–71)
	Developing interviewing skills/ *Vocabulary, presentation, evaluation*	24. Ready, Set, Interview! (I–73)
	Increasing job readiness/ *Presentation, communication*	41. Preparing for the Workplace (II–69)
	Exploring self–employment/ *Planning, presentation*	42. Self–Employment: Creativity Counts (II–71)
	Operating office equipment/ *Using tools, communication*	43. On the Job: Using Office Equipment (II–73)
	Achieving career goals/*Planning, critical thinking*	55. Setting Career Goals (III–83)
	Answering interview questions/ *Presentation, communication*	62. The Key to Catching Your Dream Job (III–119)
	Identifying work preferences/ *Self–assessing, reading, analysis*	64. Defining Your Dream Job (III–131)
	Exploring work options/ *Planning, presenting, self–assessing*	D. Preparing for Work (III–177)
Improving Communication Skills	Developing a newsletter/*Writing, reading, time management*	20. Publishing a Student Newsletter (I–65)
	Communicating nonverbally/ *Writing, application*	28. Communicating through Body Language (II–39)
	Distinguishing communication styles/*Analyzing*	29. Recognizing Communication Styles (II–41)
	Communicating assertively/*Oral interpretation*	30. Using "I" Statements (II–45)

Sample Lesson 44: What's In It For Me?*

Goal: To encourage potential learners to define their goals and to return to the program after the initial session.

Outcome Objectives: The learners will:

- ➢ Understand what the program offers.
- ➢ Feel welcome and comfortable in the classroom.
- ➢ Develop relationships with other learners.
- ➢ Define their goals.

Instructional Materials & Resources

- ➢ HANDOUT A: *Survey Card* (page 29)
- ➢ Welcoming Packet (see sample on following pages)

Activity 1 Instructor will interview learners on their first day in the program, welcoming them and providing an overview of what they might expect. Interspersed with general comments will be questions such as:

"How did you hear about the program?"

"Have you been to other school programs?"

"What would you like to accomplish while you're here?"

"What are your goals? Short-term? Long-term?"

"Tell me about your family."

"What things do you like to do by yourself? With your family?"

"What are some examples of things you do really well?"

"What things would you like to improve?"

As interviews progress, instructor should relate the things learners like to do with what the program has to offer. Instructor shows the learners what's in it for them.

To get a general idea of learners' skills, instructor can ask these questions during the interview:

"Give me some ideas about your reading. What do you like to read?"

"What about math?"

"What about writing?"

*This lesson is appropriate for both open-ended/continuous entry and cyclical classes.

Note: Some instructors choose to do formal needs assessments, such as the Test of Adult Basic Education (TABE) or the NYS PLACE, at this point. Others prefer to wait, believing that if learners do not come back in spite of the welcome, this has not been a good use of time. If learners do come back, the instructor can tell enough from the interview to set up a temporary instructional plan until learners feel more comfortable. Deciding when to do formal assessment depends on a combination of the instructor's teaching style and the learner's learning style.

Instructor discusses with learners what they can achieve by attending the program, commensurate with their goals. Examples of other students with similar experiences and goals who have succeeded are offered.

Activity 2 Instructor introduces learners to other people in the room: tutors, peers, others. Classroom equipment is demonstrated. New learners are encouraged to talk to other students, asking any questions they might have. Instructor points out any student writings, drawings, or other original work. Instructor and learners work together to complete HANDOUT A, which asks how learners can be reached for follow-up if they do not return.

Activity 3 After spending some time with other learners, new learners meet individually with instructor again to discuss the results of the informal assessment. (The informal assessment, as well as HANDOUT A, can be part of learners' individualized folders put together by the instructor.) Instructor explains what will happen the next day learners return, and shows them any resources they will be using. Testimonials from other learners actually using the resources will be solicited, so new learners will not be intimidated.

Before departing, learners receive a welcoming packet (see sample on following two pages), which has been put together by instructor. The welcoming packet might include students' schedules, motivational pieces, and other information pertaining to the student's interests. If for example, students wish to earn their GED, the welcoming packet might include GED testing dates as well as commonly asked questions about the GED. For this particular case, instructors may wish to refer to the GED booklet produced by the American Council on Education (1 Dupont Circle, NW, Suite 800, Washington, DC 20036, (202) 939-9300)). Instructor reviews contents of welcoming packet with learners and concludes by relating learners' goals to what the program provides.

Family Literacy Extension

Activity 1 During the initial interview process, adults are queried about their children, the strengths of their families and their sources of family support. When discussing their goals, they are invited to share the goals that they have for their own children and their families. Along with being introduced to the Adult Education classroom and its functions, parents can be introduced, when possible, to the Early Childhood classroom or child care center and its philosophies. To ensure participant retention, make sure to welcome and recognize each participant as an individual.

Don't be shy!
If you have any questions
or concerns,
please ask us!

We are all glad you are here!

Experiences of Students in the Classroom

IMPORTANT: Below is a *sample* list of statements from students. You should gather statements *from your own students* to include in a welcoming packet for new students.

"I'm learning about math, science, and reading to get my GED. I like my teacher as well as my work." –Barbara T.

"I enrolled in the GED program to further my education so I can be successful in getting a well paying job. I think people who don't have a diploma or GED should get the education they need in order to get a good job and make a future for themselves. Also, a mind is a terrible thing to waste."

–Michele P.

"There are jobs out there that require a GED diploma."

–Mike Z.

"After 15 years, I left carnival life because it became a victim of a rapidly changing world. I received my GED diploma in March and look forward to entering job training to become an electrician."

–John B.

"I want to get my GED and go on to college. I would like to become a history teacher."

–Cleveland W

"I want a GED and then get a job so I can get off welfare."

–Shiela R.

"I hope that by getting my GED, my children will gain incentive to stay in school and complete their own education."

–Rose E.

HANDOUT A

Survey Card

Learner's name _____

Telephone number(s)_____

Address (number and street)_____

_____

_____

City and State_____

Zip Code_____

PERSONAL INFORMATION (Optional)

Birthdate_____

Ethnicity:
- ❑ Asian
- ❑ Black
- ❑ Hispanic
- ❑ White Non-Hispanic
- ❑ Other

Country of Birth:_____

Primary source of income:
- ❑ Employment
- ❑ Public Assistance
- ❑ Social Security
- ❑ SSI
- ❑ Unemployment Insurance
- ❑ Pension
- ❑ Disability
- ❑ None
- ❑ Other

Receiving:

Food stamps ❑ yes ❑ no

Medicaid ❑ yes ❑ no

Current Employment Status:
- ❑ Full-time employment
- ❑ Part-time employment
- ❑ Unemployed

Family type:
- ❑ Single parent/female
- ❑ Single parent/male
- ❑ Two parent
- ❑ Single person
- ❑ Married person
- ❑ Other

Number in household:
- ❑ 1
- ❑ 2
- ❑ 3
- ❑ 4
- ❑ 5 or more

Current Student Status:
- ❑ Full-time student
- ❑ Part-time student
- ❑ Not a student

Highest Education Level:
- ❑ Less than eighth grade
- ❑ 9th to 12th nongraduate
- ❑ High school grad/GED
- ❑ Other

- ❑ male
- ❑ female

Sample Lesson 45: Finding Safe Housing

Goal: To become familiar with the resources and environment of a local community in order to increase the likelihood of finding safe housing.

Outcome Objectives: The learners will:

- Use maps.
- Learn about the resources in a given neighborhood.
- Locate housing opportunities.

Instructional Materials & Resources

- Maps
- Telephone book
- HANDOUT B: *Interview* (page 33)

Activity 1 Learners form small groups. Each group needs a map of the local area. Instructor may need to give basic map reading instruction. Learners first identify where their class is located on the map, then progress to local stores or landmarks. Schools, bus stops, and local sites for 12–step programs, domestic violence shelters, and the like should also be identified. Learners can share information about the local area. Instructor can also provide a list of local resources.

Activity 2 Learners choose an area or neighborhood that they would like to investigate further. Learners receive HANDOUT B and complete it by talking to friends, colleagues, hospitals, churches, therapeutic communities, schools, literacy programs, or residents of the area. Learners report back to the larger group about their experiences.

Activity 3 Learners plan routes to personally visit areas. This may require coordinating bus schedules, mapping a walking route, finding out the hours of business for a certain place they would like to visit, being aware of safety concerns, etc. Learners take notes about their impressions of the area, noting the similarities and discrepancies between the interview subject's thoughts and their own notes, and again report back to the larger group.

HANDOUT B

Interview

1. How long have you lived here or been in business here?
2. What are your impressions of the area:

   What is the local police presence?

   How safe do you feel in terms of the crime rate?

   What influence do alcohol and other drugs have?

   Is the area quiet or noisy?

3. Is it a transient neighborhood?

4. How available is housing?

   What is the range of rents in the area?

5. What is the availability of:

   children's play areas?

   libraries?

   self–help meetings?

   public transportation?

   employment?

6. How is the local school?

7. What stores are there?

8. What are the best/worst things about the area?

Sample Lesson 46: Helping Us Grow!

Goal: To appreciate that mistakes in daily life offer the potential for growth and opportunity.

Outcome Objectives: The learners will:

- ➢ Define what constitutes a mistake.
- ➢ Evaluate the seriousness of mistakes.
- ➢ Reassess mistakes and put them in perspective.
- ➢ View mistakes as opportunities for improvement.

Instructional Materials & Resources

- ➢ HANDOUT C: *Notable Failures* (page 37)
- ➢ Newspapers, comic pages, magazines

Activity 1 Learners write a brief definition of the word "mistake." Each learner lists two or three possible mistakes that anyone could make. Learners can use newspapers, comic pages, or magazines to find examples of mistakes. Instructor lists at least one example from each learner on the blackboard, emphasizing the range of possible mistakes: from wearing unmatched socks to leaving a child unattended in an unsafe environment. Class discusses what constitutes a mistake:

"Why are these examples considered mistakes?"

"Is it because of what happens afterwards?"

"Because of the way you feel when it happens?"

"How can you identify mistakes before they happen?"

Activity 2 Learners brainstorm areas where people tend to make mistakes: relationships, children, money, school, job, violence, alcohol/other drugs. It may be easier for learners to identify *other* people's mistakes at first. Discussion should remain impersonal and nonjudgmental.

Activity 3 Learners write or tell about an embarrassing moment or a dumb mistake they think they have made. Instructor should emphasize that learners should only volunteer information they are comfortable sharing. To facilitate this activity, instructor begins with the story of his or her most embarrassing moment or dumb mistake. Class discusses how each situation could have been handled differently and what was learned from the mistakes.

Activity 4 Learners read HANDOUT C. Discussion of putting failure in perspective ensues:

"Does one mistake mean your whole life is ruined?"

"How can you avoid making the same mistake again?"

"Does one mistake tend to lead to another?"

"Or, does a mistake lead to an opportunity?"

"What possible good can come from a mistake? How?"

HANDOUT C

Notable Failures

Creative and imaginative people are often not recognized by their contemporaries. Even more often, they are not recognized in school by their teachers. History is full of examples:

➢ Einstein was four years–old before he could speak and seven before he could read. Later, he was advised to drop out of high school: "You'll never amount to anything, Einstein."

Albert Einstein became a famous physicist who formulated the theory of relativity.

➢ When Thomas Edison was a young boy his teachers told him he was too stupid to learn anything. His father called him a "dunce" and his headmaster told Edison he would never make a success of anything.

Thomas Edison later invented many devices, such as the light bulb, the phonograph, and the microphone.

➢ A newspaper editor fired Walt Disney because he had "no good ideas."

Walt Disney went on to create many animated movies and cartoon characters, such as Mickey Mouse.

➢ Henry Ford barely made it through high school.

Henry Ford founded the Ford automobile company.

➢ At one point in his life, Malcolm X was imprisoned. He used the time to copy a dictionary word–for–word into his journals to sharpen his writing and reading skills.

Malcolm X became a prominent civil rights leader in the United States.

BEST COPY AVAILABLE

Sample Lesson 47: Changing Habits

Goal: To identify recurrent behaviors in daily life that have negative consequences, and to develop an awareness of the possibility of change.

Outcome Objectives: The learners will:

- Define habit.
- Distinguish between good and bad habits.
- Develop an Action Plan.

Instructional Materials & Resources

- HANDOUT D: *Action Plan* (page 41)
- Old coats, sweaters, shoes, etc.

Activity 1 Learners put on shoes or coats or sweaters in the classroom. Activity is repeated, but learners do it "backwards," i.e., putting the left arm in the coat first, putting the right shoe on first when normal procedure is to put the left shoe on first. This introduces a discussion of habits.

"What are habits?"

"Are habits good, bad, or neutral?"

A good habit may be brushing your teeth.

A bad habit may be failing to use a seatbelt or a bicycle helmet.

A neutral habit may be putting your coat on right arm first.

Activity 2 Learners list as many habits as they can think of in their own lives. To help learners identify habits, ask "Why do you do _____?" Instructor should note responses such as "Just because," "Because that's the way I always do it," "That's just how I do it," "It's just a habit." Learners then categorize their habits as "good," "bad," or "neutral," depending on the effects or results of the habits. Learners could work in small groups or each learner could pick one habit from his or her list and have the class discuss how the habit should be categorized. Instructor should caution class to be nonjudgmental.

Activity 3 Using the "bad" habits lists, class discusses the range of habits, from minor, such as leaving your dirty clothes on the floor, to those with more serious consequences, such as smoking, which have a negative consequence both on the self and others. Changing a habit also requires a range of behaviors: from simply becoming aware of and deciding to change a behavior, to seeking help from others, such as with an alcohol or other drug addiction.

Activity 4 Learners complete HANDOUT D by identifying a habit they would like to change. Learners plan for change by breaking the goal down into small steps, deciding on a reward system for successful achievement, and setting a date to check on progress. Instructor can follow up on this activity by asking learners to report back to the class on their progress, celebrating any success (no matter how small) and analyzing reasons for lack of success. Instructor may wish to participate in this activity as well, in order to demonstrate that everyone has habits he or she would like to change.

HANDOUT D

Action Plan

1. What is the habit you would like to change?_____

_____

_____

2. Why do you want to change this habit?_____

_____

_____

_____

3. In the chart below,

   a. List the steps you need to take to change the habit.

   b. Fill in the reward you will give yourself when you achieve each step.

   c. Give yourself a timeline by which to have each step achieved.

STEPS	REWARD	TIMELINE

Sample Lesson 48: Teenagers: How To Cope!

Goal: To encourage better communication with teens.

Outcome Objectives: The learners will:

- ➢ Recognize the various things which influence and affect the behavior of adolescents.
- ➢ Develop coping strategies to promote win/win situations.
- ➢ Understand the impact of teenagers' behavior on parents.

Instructional Materials & Resources

- ➢ HANDOUT E1: *Coping Chart* (page 49)
- ➢ HANDOUT E2: *Advice Column* (page 51)

Activity 1 Instructor asks for volunteers to role play a typical teenager/parent confrontation. Learners suggest topics, such as curfew, alcohol use, sex, smoking or chores. The ensuing large group discussion focuses on the role–play and the behaviors exhibited by their children, siblings, grandchildren. The behaviors mentioned might include: rebellion, assertive independence, overreactions/underreactions, terrorizing siblings, sexual activity, alcohol and other drug use, school failure or truancy. Discussion also emphasizes the importance of discriminating between "normal" adolescent behavior and behavior which requires professional intervention. To prepare for this discussion, instructor may want to review, "*How to Handle an Out–of–Control Kid*" on pages 45-47. The focus of this sample lesson is on adolescent behaviors which are difficult to deal with but are an expected part of adolescence.

Activity 2 Instructor passes out HANDOUT E1 and asks learners to fill in the "Influences" column, either individually or as a group. Next to each of the influences, the behavior(s) which might be expected as a consequence of the particular influence are recorded. For example: *hormones* are an influence and the behavior might be *mood swings;* the influence of *peer pressure* might result in *experimenting* with cigarettes or alcohol. Finally, in the "Coping Strategies" column, learners record strategies to

help parents and their teenagers cope. Again using the example of the influence of *hormones* and the behavior of *mood swings*, the strategy might be to *ignore* the mood swings unless the teen is abusive.

Class discusses the chart. Instructor lists any general conclusions or observations such as: "This too shall pass!" or "Don't rise to the bait!". Understanding the teenager as a person with valid feelings, recognizing and understanding the phases of the teenage years, and knowing that certain behaviors are normal will help everyone cope.

Activity 3 Instructor distributes HANDOUT E2 and asks learners to respond to the letter from an overwhelmed parent, relating to possible influences, behaviors, and coping strategies identified in HANDOUT E1. The response is developed as a whole class activity or individually as a writing assignment depending upon the skill level. Volunteers read their letters to the large group, with discussion following.

How to Handle an Out–of–Control Kid*

For the answer, parents are looking to Tough Love — and it isn't easy

By LARRY HACKETT

***Daily News* Staff Writer**

Some kids lie. Some hang out with older kids. Some use drugs, carry guns, run away, lie, sleep around and get kicked out of school. If all those kids are found in your kid, you've got more than a handful. You've got trouble.

Linda and Harry Friedman have a daughter like that, one out–of–control apple in an otherwise fine bunch of five daughters. Tough to discipline but "darn cute" as a child, the girl began to curdle at 12. By 13, she was dangerously defiant, pulling a knife on her father and terrorizing her siblings.

This, alas, is not a story about how these kids get better.

"The fact is, I don't know how to help these children," says Linda. "I do know how to help the parents."

That knowledge has led the Brooklyn–based couple to compile a reference and advice manual for parents. They plan to publish materials in book form soon.

It is, in many ways, a bitter pill. Infusing the Friedmans' work is the ethos of the Tough Love network, a nationwide constellation of support groups who help parents deal with wild children.

The group was founded 12 years ago by David and Phyllis York, a Pennsylvania couple having trouble with a daughter. Kids, David York grants, "are having a terrible time getting along in this culture." But it's mom and dad he saves his empathy for.

"Parents have very little power in today's society," says York, whose point of view reflects the group's flinty philosophy. "Power has shifted to the kids' side." Responsibility, he says has seeped from family to school to cops, with no one group assuming real control.

Friedman says the group can be a godsend to parents. Most come to Tough Love after months of trying all sorts of solutions and, after little success, are completely without confidence. Sharing their experiences with similarly afflicted parents can buoy them.

In her scramble for answers and the subsequent research for the book, Linda Friedman says the only constant was the dearth of knowledge about out–of–control kids. Ordinary therapy proved completely fruitless.

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The Friedmans then embarked on a 15–month hit–or–miss odyssey. They tried or considered all the "wrong" things: trying to bribe their daughter into good behavior, giving her more and more freedom, and meting out physical punishment.

Once aligned with Tough Love, the Friedmans took different but difficult steps. They amassed a paper trail of their daughter's behavior — police reports, school disciplinary records, complaints from neighbors. Linda Friedman admits the record–keeping sounds cold, but says it's essential to prove a child's behavior.

To whom? Ultimately to the courts. The Tough Love recipe includes making ultimatums that stick, and that can include securing court orders that would remove a child from the house if his or her behavior becomes intolerable.

Despite their efforts, the Friedmans remained powerless to stop their daughter's increasingly menacing behavior. She was sent to live, unsuccessfully, with two other families. At wit's end and desperate to save the rest of her family, Linda Friedman resolved to move out of the family's house and into an apartment with her daughter.

"This way, we would all be safe, I thought," Linda recalls. But she realized that would not work, so the Friedmans checked their daughter into an out–of–state residential facility in March 1992.

"It's a limited success," says Linda. "For now, I'm happy. My daughter is alive and I don't think she would have been."

Real improvement, however, is more difficult to measure. "She's not hurting herself," says Linda, "and more importantly, she's not damaging other people — and she's not destroying her family."

These are just some of the organizations that help parents of out–of–control kids:

Tough Love International—1–800–333–1069; Families Anonymous—1–800–736–9805; KIDS of North Jersey—(201)863–0505; The Devereux Foundation—1–800–345–1292 ext. 3045; National Self–Help Clearing House— (212)642–2944; Independent Educational Consultants Association—(508)477–2127; Federation for Children with Special Needs— (617)482–2915.

Is your child out of control?

Answer yes or no to all the questions, then add up all responses, multiply the number of "yes" answers by two, and add the total. Check chart at bottom for analysis of your score.

Personal Behavior

- ➢ Mood swings
- ➢ Excessive sleeping
- ➢ Explosive behavior
- ➢ Changed appearance
- ➢ Change in friends
- ➢ Lack of interest
- ➢ Change in eating habits

With the Law

- ➢ Traffic violations
- ➢ Shoplifting
- ➢ Vandalism
- ➢ Running Away

At School or work

- ➢ Worsening grades
- ➢ School detention/suspension
- ➢ Defying authority
- ➢ Late for work
- ➢ Dismissal from job

At Home

- ➢ Verbally abusive
- ➢ Defiant behavior
- ➢ Staying out late
- ➢ Physically violent
- ➢ General acting-out
- ➢ Destructive
- ➢ Money missing
- ➢ Secretive
- ➢ Avoiding family

Results

25-27 - exemplary
28-30 - normal behavior
31-40 - danger zone
41-50 - out of control

Compiled by KIDS of North Jersey

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HANDOUT E1

Coping Chart Directions: Write down the influences on teenagers in Column 1. In Column 2, write down any behaviors that may be a result of those influences. Then, in Column 3 write down ways for you and your teenagers to cope with the problem.

INFLUENCES	BEHAVIORS	COPING STRATEGIES
hormones	*mood swings*	*ignore the mood swings unless the teen is abusive*
peer pressure	*smoking cigarettes, drinking alcohol*	*talk to the teen or encourage the teen to talk with another trusted adult about smoking and drinking; point out that there is only one person to whom you must answer: yourself*

HANDOUT E2

Advice Column

I am a single mother of two teenage children.

My oldest is sixteen. She has always been a happy, bright girl, but she has grown more and more quiet and withdrawn in the past year. You wouldn't think she was the same person. She comes home and goes right to her room – often without even eating. I try to talk to her. I even corner her in her own room, but she claims I am overreacting and tells me to leave her alone.

My son is fourteen. He is a good boy, but has always been a little rough around the edges. He's always had trouble taking direction and sitting still, but this has gotten much worse lately. He is rebellious, not doing his chores until he wants to, if at all; he's not listening to me and he's pushing his sister around, sometimes physically. I also don't like his choice of friends. He seems to be getting worse all the time. Everyday I grow more frightened at what he'll say or do next.

My house is a mess; my kids are a mess; my life is a mess. Tell me what to do. I'm at the end of my rope.

Sincerely,

Overwhelmed in Oneonta

Sample Lesson 49: Better Safe Than Sorry

Goal: To encourage personal safety by avoiding potentially dangerous situations.

Outcome Objectives: The learners will:

- ➢ Recognize whether something is safe or unsafe.
- ➢ Learn how to safeguard themselves in potentially dangerous circumstances.

Instructional Materials & Resources

- ➢ HANDOUT F: *My Safety Plan* (page 55)

Activity 1 Learners form small groups of four or five, and read the following scenario:

You are leaving school. It is getting dark. There is a poorly lit walk from the school to the street. You hear noises which sound like a bunch of unruly teenagers. You think that you can take care of yourself. You hesitate to ask others for help because you want them to think you can take care of yourself.

Learners discuss the problem, asking themselves the following questions:

"Could this situation be dangerous? Why?"

"Would it be more dangerous for a man or a woman?"

"How can you make the situation a safe one?"

Activity 2 After students are finished discussing in small groups, they gather as an entire class. Learners offer their thoughts and feelings about the situation, then brainstorm prevention strategies. Instructor records ideas on blackboard or flipchart.

Activity 3 Learners complete HANDOUT F, either in small groups or individually. As a large group, plans are discussed.

HANDOUT F

My Safety Plan Directions: List three situations in your life that may be dangerous. Develop a safety plan for each dangerous situation.

Dangerous Situation	Safety Plan
1)	1)
2)	2)
3)	3)

Sample Lesson 50: Getting to Know You (Part 2)*

Goal: To develop a cooperative learning environment. (This lesson is especially appropriate for new students entering open enrollment classes.)

Outcome Objectives: The learners will:

- ➢ Build community.
- ➢ Decrease isolation.
- ➢ Improve retention by making learners comfortable.
- ➢ Encourage participation of everyone in the class, whether new or returning students.

Instructional Materials & Resources

- ➢ HANDOUT G: *Human Bingo* (page 59)

Activity 1 Learners introduce themselves by telling their name and a surprising fact about themselves. Learners introduce all who proceeded them, adding themselves last.

Activity 2 Learners pair off to interview each other for 5 – 10 minutes. Instructor provides questions: name, where raised, any children, interests, why taking this class, etc. Each learner then introduces his or her partner to the class. This exercise can be done more than once. For example, the instructor may wish to solicit learners' opinions on a particular topic, which can be done through the interviewing process.

Activity 3 Learners introduce themselves in the most unique/memorable way possible. Examples are introducing self while standing on one leg or by making up a short rhyme. Instructor should establish ground rules and limits, such as doing nothing dangerous.

Activity 4 Learners think of a metaphor that describes how they're feeling at the moment. For example, if a person is feeling particularly

* This sample lesson builds on the getting-to-know-you activities of Sample Lesson 1 in *Education for Homeless Adults: Strategies for Implementation* (Volume I). Each of the separate activities below are 10–15 minutes in duration. They can be used at the beginning of each class period to help learners get to know each other better and to introduce any new students to the classroom. Learners will need a little time to think in these activities and may wish to brainstorm with other learners in some exercises. Instructor can also hand out welcome/information packets to new learners.

stressed, he or she might say, "I feel like my whole body is an arm in a blood pressure cuff, and I don't know what will relieve the pressure." It may be helpful to ask learners to fill in sentences such as: "Last time I felt the way I do now was when . . ." or "The feeling I have right now makes me think of . . . ."

Activity 5 Learners tell the class their names and the one adjective or word that describes them best, or most fully. Learners can elaborate on why that particular word fits them so well.

Activity 6 Learners describe the one place in their community or place of origin that shouldn't be missed by visitors.

Activity 7 Learners say a few words about where they would be if they could be anywhere in the world, or what they would be doing if they could be doing anything they wanted to be doing.

Activity 8 Learners name one or two things that they're proud of about themselves, or proud of having accomplished.

Activity 9 Learners tell the class what they consider themselves "experts" in, what they feel they know a lot about, or could teach to someone else.

Activity 10 Learners pick one person, from the past or present, that they'd like to have a conversation with, and explain why to the class.

Activity 11 Instructor assigns a learner the role of greeter. The role may rotate from learner to learner throughout the course. The greeter welcomes and introduces a new student to the rest of the class. Learners can also offer testimonials about their classroom experience as a way of introduction.

Activity 12 Using HANDOUT G, learners play a round of human bingo.

Activity 13 Learners anonymously write one thing they like or like to do on pieces of paper. Instructor collects papers, writes the learners' likes on a chalkboard or overhead, and the class guesses which like matches which person.

Activity 14 Learners choose an animal, person, building, etc., that they'd like to be, and explain why.

Activity 15 Learners use the first letter of their first name to come up with an adjective describing themselves, i.e., Kind Kim, Beautiful Barbara, Jolly Joe.

HANDOUT G

Human Bingo Directions: Move around the classroom and look for someone who has done one of the things in the boxes below. When you find someone, interview him or her to find out more about the experience. Then, write the person's name in the box and move on to a new person. Try to find a different person for each box.

Within the past six months, the person has:				
received an award	worked with someone who is a different race or color	become a new parent	made a "to do" list	received a GED diploma
done a good deed without being asked	been on a job interview	stopped smoking	budgeted money	made a new friend
improved self-esteem and/or self-worth	exercised regularly	played a game with his or her children	maintained a spiritual life	reduced alcohol or caffeine intake
talked to a person with AIDS	read a brochure about health	planned a new diet	looked for permanent housing	had a physical exam
been in a support group	used multi-lingual skills	flossed every day	practiced safer sex	been a sales-person

Sample Lesson 51: Time Management*

Goal: To increase awareness of how time is spent, and to encourage learners to use time wisely to meet their goals.

Outcome Objectives: The learners will:

- Analyze daily schedules.
- Identify short– and long–term goals.
- Prioritize goals.
- Set time frames.
- Evaluate time management skills.

Instructional Materials & Resources

- HANDOUT H1: *A Typical Day* (page 63)
- HANDOUT H2: *Calendar* (page 65)
- Several styles of calendars: hour by hour, week by week, month by month, year by year.

Activity 1 Learners complete HANDOUT H1 by reconstructing what they did yesterday, or one day last week. Learners collectively list how they spend their time: at a job, appointments with doctors or social service agencies, watching the children, social activities, watching TV, searching for housing, cooking, shopping, sleeping, etc. Learners can work on mathematics skills by estimating or determining the percentage of time used for each activity.

Activity 2 Class should discuss priorities using specific examples, such as:

"You must take your children to the doctor if they are sick."

"It would be nice to spend time with your friends."

"It's important to practice reading and writing skills."

Learners should also identify goals, both short–term and long–term. For example, if the long–term goal is passing the GED, then the short–term goal may be to write a paragraph or

*This lesson will require several classes to complete.

solve five problems using fractions today. Instructor can help learners by asking questions such as:

"What do you want to be doing next week/month/year?"

"How would you like your life to be different?"

"What made you decide to attend this class?"

"What do you hope to get out of the class?"

"What would you like your children's lives to be like?"

Activity 3 Based on information from Activity 2, learners discuss realistic time frames for achieving goals. Learners share their experiences about how long it takes to achieve a certain goal. Instructor can help learners gain a realistic sense of time by showing several styles of calendars: an hour by hour, a week by week, a month by month, and a year by year planning calendar.

Activity 4 Using HANDOUT H2, learners map out a week, first filling in job hours or appointments they must not miss and the time it takes to get to and from the appointment site. Learners then block out times for sleeping, preparing and eating meals, doing laundry, etc., and go on to practicing reading, or other skills. Leisure time activities are filled in last. Learners also use HANDOUT H2 during the upcoming week to record how they actually spent the day. Instructor follows up on this lesson by having learners report the similarities and discrepancies in their ideal and actual week. Learners share strategies on how to wisely use their time.

HANDOUT H1

A Typical Day Directions: Write down the events of your day. Begin with when you woke up and anything you noticed about the event.

TIME	EVENT	I NOTICED . . .
Example: *6:30 am*	*Wake–up*	*I wanted to get up at 6:00, but was just too tired. Now I've lost 30 minutes of time to get ready.*

HANDOUT H2

Calendar

Directions: Column A

For each day of the week, write down what you plan to do in Column A. Start by filling in job hours or appointments that you cannot miss. Be sure to include the time it takes for you to get to your appointment!

Next, block out times for sleeping, preparing and eating meals, doing laundry, and other such chores.

Do the same for practicing your reading skills or doing your homework.

Finally, fill in your leisure time activities.

Directions: Column B

As each day passes, record what you actually did that day in Column B. How do the two columns compare? Did you leave yourself enough time to do your tasks?

SUNDAY		
	A	B
12:00 – 2:00 am		
2:00 – 4:00 am		
4:00 – 6:00 am		
6:00 – 8:00 am		
8:00 – 10:00 am		
10:00 – noon		
noon – 2:00 pm		
2:00 – 4:00 pm		
4:00 – 6:00 pm		
6:00 – 8:00 pm		
8:00 – 10:00 pm		
10:00 – midnight		

MONDAY

	A	B
12:00 – 2:00 am		
2:00 – 4:00 am		
4:00 – 6:00 am		
6:00 – 8:00 am		
8:00 – 10:00 am		
10:00 – noon		
noon – 2:00 pm		
2:00 – 4:00 pm		
4:00 – 6:00 pm		
6:00 – 8:00 pm		
8:00 – 10:00 pm		
10:00 – midnight		

TUESDAY

	A	B
12:00 – 2:00 am		
2:00 – 4:00 am		
4:00 – 6:00 am		
6:00 – 8:00 am		
8:00 – 10:00 am		
10:00 – noon		
noon – 2:00 pm		
2:00 – 4:00 pm		
4:00 – 6:00 pm		
6:00 – 8:00 pm		
8:00 – 10:00 pm		
10:00 – midnight		

WEDNESDAY		
	A	B
12:00 – 2:00 am		
2:00 – 4:00 am		
4:00 – 6:00 am		
6:00 – 8:00 am		
8:00 – 10:00 am		
10:00 – noon		
noon – 2:00 pm		
2:00 – 4:00 pm		
4:00 – 6:00 pm		
6:00 – 8:00 pm		
8:00 – 10:00 pm		
10:00 – midnight		

THURSDAY		
	A	B
12:00 – 2:00 am		
2:00 – 4:00 am		
4:00 – 6:00 am		
6:00 – 8:00 am		
8:00 – 10:00 am		
10:00 – noon		
noon – 2:00 pm		
2:00 – 4:00 pm		
4:00 – 6:00 pm		
6:00 – 8:00 pm		
8:00 – 10:00 pm		
10:00 – midnight		

FRIDAY		
	A	B
12:00 – 2:00 am		
2:00 – 4:00 am		
4:00 – 6:00 am		
6:00 – 8:00 am		
8:00 – 10:00 am		
10:00 – noon		
noon – 2:00 pm		
2:00 – 4:00 pm		
4:00 – 6:00 pm		
6:00 – 8:00 pm		
8:00 – 10:00 pm		
10:00 – midnight		

SATURDAY		
	A	B
12:00 – 2:00 am		
2:00 – 4:00 am		
4:00 – 6:00 am		
6:00 – 8:00 am		
8:00 – 10:00 am		
10:00 – noon		
noon – 2:00 pm		
2:00 – 4:00 pm		
4:00 – 6:00 pm		
6:00 – 8:00 pm		
8:00 – 10:00 pm		
10:00 – midnight		

Sample Lesson 52: Stress Management (Part 2)*

Goal: To manage stress by locating a special place that allows for reflection and relaxation.

Outcome Objectives: The learners will:

- ➢ Define a safe place.
- ➢ Identify an unsafe place.
- ➢ Write a description of a safe, special place.
- ➢ List local sites that are safe or unsafe.
- ➢ Practice visualization techniques.

Instructional Materials & Resources

- ➢ Scenic pictures or paintings (from calendars, art books, etc.)
- ➢ Pictures of appealing rooms

Activity 1 Instructor shows pictures of peaceful and appealing scenes. Learners write a paragraph on the place they would most like to be. For some, this may be a fantasy; for others, a childhood memory. Learners should be encouraged to use their five senses to describe the place: "What do you see? Hear? Smell? Taste? Feel?" Volunteers read their paragraphs aloud, or all learners say a few words about the special place they described. Instructor may wish to begin by reading his or her own description aloud.

Activity 2 Learners discuss the quality that makes a place appealing, such as safety, predictability, beauty, peace, etc. Instructor may wish to note that a special place can be a public place; for example, the classroom can be a respite. Instructor and learners generate a list of community sites which might be special (e.g., parks, libraries, churches, classroom, etc.). Instructor facilitates discussion by asking the following questions.

---

*This lesson supplements the techniques for managing stress suggested in Lesson #37 of *Education for Homeless Adults: Volume II – Resources and Additional Lessons.*

"How would you feel:

–if a person screaming and waving a gun came into your special place?"

–if a police officer came into your special place?"

–if your kids or your in-laws or your parents suddenly appeared?"

–if someone started dumping garbage in your special place?"

–if every time you went to your special place, something had changed (the furniture had been moved around or someone else was there)?"

–if classical music was playing?"

–if rap music was playing?"

Learners can also approach this discussion from a different perspective:

"What places make you feel unsafe, scared, bad, nervous, stressed?"

"How are they different from the places where you feel safe?"

Activity 3

Instructor prepares class for this activity by leading a discussion about what options exist when places where one feels comfortable are not readily available, emphasizing the possibility for an inner space that is safe and special.

Learners are asked to visualize their own ideal special place when they are in a stressful situation, such as having to wait a long time for an appointment or dealing with a child who is misbehaving. Learners can practice visualizing the place during classtime and report back to the class about their experience using visualization techniques in other situations. Instructor encourages learners to write down a description of the visualization to refer to later.

Sample Lesson 53: Healthy Relationships: How To Keep Them Healthy

Goal: To recognize nurturing relationships.

Outcome Objectives: The learners will:

- Define what constitutes a relationship.
- Identify potential problems in relationships.
- Distinguish between healthy and unhealthy communication in relationships.

Instructional Materials & Resources

- HANDOUT I1: *Healthy vs. Unhealthy Communication Behaviors* (page 73)
- HANDOUT I2: *Scenarios* (page 75)
- HANDOUT I3: *List of community resources* (page 77)

Activity 1 Learners write down a definition and an example of a relationship, and share this with the class. Instructor lists learner definitions and examples on the chalkboard or overhead, demonstrating the types of relationships: parent, child, friend, boyfriend, girlfriend, acquaintance, spouse, business associate, relative, stepbrother, ex–husband, fiance, etc. Learners agree on a definition of relationship.

Activity 2 Learners brainstorm about potential problems/problem areas in relationships. Specific examples are grouped into broader categories, e.g., finances, how to deal with children, communication problems, verbal, emotional, or physical abuse, etc.

Activity 3 Learners read HANDOUT I1 as a starting point for a discussion on healthy and unhealthy ways of relating. Learners can add to the list and demonstrate each behavior.

Activity 4 Using HANDOUT I2, learners identify and discuss healthy and unhealthy behaviors in each scenario. Role plays demonstrating the scenarios and how to improve unhealthy behaviors could be presented by volunteers to the class.

Activity 5 Distribute HANDOUT I3 for consultation about an abusive relationship. Using the local telephone directory or other such listing, learners as a class find names, addresses, and telephone numbers for the resources listed on the handout.

HANDOUT I1

Healthy vs. Unhealthy Communication Behaviors

Healthy	Unhealthy
Verbalizing	Shouting
Listening	Ignoring
Facing conflicts	Not facing conflicts
Showing self–respect	Letting others take advantage
Caring	Not caring
Being open	Hiding
Owning mistakes	Denying mistakes
Making eye contact	Withdrawing
Leaning forward	Turning Away
Being assertive	Interrupting
Others:	**Others:**

HANDOUT I2

Scenarios

1) You wish to speak with a friend, but find she is already engaged in a conversation with someone else. You wait quietly off to one side, unsure as to whether your friend sees you. After 30 seconds or so, you feel embarrassed, disrespected, and ignored. So, as gracefully as possible, you get your friend's attention and begin talking.

2) Your older brother has hurt your feelings. You said nothing at the time, but are becoming more and more upset because of it. You decide you need to say something to maintain your self-respect and prevent this from happening again. So, you call his house, and, because he is not there, leave an angry message on his answering machine.

3) A woman at church has been talking behind your back. You're sure it is this person. She's the only person to whom you confided a personal fact – a fact which is now, of course, known by everyone in the congregation. After thinking for a few days, you decide to wait until the two of you are alone and tell her that you are disappointed with her disclosure of something you mentioned in confidence, and that if she wants to be considered a friend of yours, you need to be able to trust her.

4) Your boss has angrily reprimanded you three times this month – twice in front of other employees. The more he does this, the more you fear making mistakes and the more embarrassed you feel. Consequently, you make more mistakes. You do not know what to do. You cannot say anything to him. After all, he is your boss. You have decided to quit if he does this again.

5) Your father still speaks to you as if you were a child – particularly when he drinks. You are too old to have to listen to this, so when he is critical of you, you are critical back; when he shouts, you shout back, and so on. You wish things were better. There is no way to avoid him because he lives with your mother. You have to go over to their house, and you have already had a bad day. If he starts, this time you swear you will hit him.

6) Your husband is particularly quiet and withdrawn lately. When questioned, he denies anything is wrong (if he says anything at all). You wish he would confide in you because his silence is an awful strain. Tired of "talking to a wall," you decide not to talk yourself. It will probably blow over anyway.

HANDOUT I3

List of Community Resources

Directions: Fill out the agencies in your area you can go to for help. Be sure to list their telephone number, address, and what they do, too.

Agency	Telephone #	Address	Help for. . .
Church:			
Career Planning:			
Rape Crisis Center:			
Public Health Dept.:			
Substance Abuse:			
Housing Service:			
Domestic Violence Ctr.:			
Homeless Shelter:			
Day Care/HeadStart:			
Planned Parenthood:			
Other:			
Other:			

Sample Lesson 54: Healthy Families: Learning Together*

Goal: To develop an appreciation of how a healthy family operates in order to create a supportive environment for family learning.

Outcome Objectives: The learners will:

- ➢ Define what constitutes a family.
- ➢ Describe functions of a family.
- ➢ Describe specific examples of such functions.
- ➢ Compare a video family to own family.
- ➢ List healthy and unhealthy ways of relating.
- ➢ Define healthy family.
- ➢ Identify strategies to use in own family situation.

Instructional Materials & Resources

- ➢ VCR and monitor
- ➢ Segment of a TV show or a movie which shows family interaction, such as *The Cosby Show, Roseanne, Mrs. Doubtfire, The Joy Luck Club,* etc. (Television shows can be recorded using a VCR at home. Movies can be borrowed from a public library.)

Activity 1 Learners watch video segment. Discussion begins with the question, "What is the family constellation/make up in the video?" From this starting point, students discuss what constitutes a family today.

"Is it necessary to have father, mother, children to have a family?"

"Is it necessary to be related by blood to be a family?"

Activity 2 Each learner writes a paragraph describing what a family does. The class compiles a collective list of functions a family performs: protection, food, friendship, help in time of crisis, teaching values, emotional support, feeling of belonging, physical affection, etc.

*Note: this lesson may require more than one class to complete.

Activity 3 Learners discuss how the family members in the video fulfilled the various functions of a family.

"How did family members treat each other in the video?"

"How did they express feelings?"

"How did they relate physically?"

"How did they show respect for each other?"

"How did they solve problems?"

"How were the children disciplined?"

"What rules were in the family? Were they predictable?"

"Did the children know that they were doing something wrong and was the punishment appropriate?"

"How was conflict or crisis handled?"

Activity 4 Learners write a paragraph on how their own families would react to a situation similar to the one presented in the video. Drawing on this and on material from Activity 3, learners discuss how realistic the TV family is.

"Did the video present a realistic portrayal of a family?"

"How was the situation on TV different from real life, particularly considering the time frame of the TV show? Are most problems solved within a half hour?"

"What other similarities and differences are there between the video family and the learner's family experiences?"

Activity 5 As a class, learners list healthy and unhealthy characteristics of the family in the video. "What are healthy ways of relating?" Learners define "healthy family," considering such things as predictability, safety, values, listening, health, nourishment, affection, communication, respect, rules, privacy, etc.

Activity 6 Learners discuss what good strategies or positive ways of relating can be adopted from the video for use in their own families. Instructor points out the connection between a healthy family and a supportive environment for family learning.

Family Literacy Extension

Activity 1 Parents will practice communication/listening/conversational skills to use with their children and explore the existing strengths of their families and the contributions that each of the members makes to the success of the families. Children can be encouraged to express how they feel about their families.

Activity 2 Parents and children together create an "All About Our Family" book with stories, pictures, and photographs that they can share with other members of the class.

Sample Lesson 55: Setting Career Goals

Goal: To set long–term goals and plan next steps.

Outcome Objectives: The learners will:

- Identify career goals.
- Plan steps to transition from one phase of goal to next phase.
- List barriers.
- Design strategies to achieve career goal.

Instructional Materials & Resources

- HANDOUT J1: *Setting Career Goals* (page 85)
- HANDOUT J2: *Contract* (page 87)

Activity 1 Instructor distributes HANDOUT J1 and asks that each learner draft a long–term career goal. Learners then form diads and exchange career goals with each other. Each partner helps the other clarify the career goal, assuring that it adequately expresses what the learner wants to do with his or her life. Instructor asks for volunteers to read their career goals. Learners continue working on HANDOUT J1, filling in the phase they are completing and the steps to get to the next phase. Instructor illustrates using an example.

Career Goal: *"I would like to be a home health care aide. I have completed my GED and I now need to take a home health care course. I need to locate a program and see if I can get money to pay for the program and transportation to get there. I will talk to the counselor at the shelter first."*

As students continue completing the handout, instructor asks for volunteers to read their next steps.

Activity 2 Continuing with HANDOUT J1, learners list barriers to moving on to the next phase and how to get around them. Again, proceeding with the above example:

"My barriers include: day care availability, my own fear, and overcoming my partner's resistance to my having more education than he does. For day care, I'll talk to the counselor at the shelter who knows about those things. With my own fear, I guess I just have to talk to other people, and maybe find someone who is a home health care aide to see how he or she likes it. I'll keep going to meetings and get to church at least once a week. I'll also talk with my partner about my getting more education — telling him that I care about him for who he is, not for how much he goes to school. I know he's a good worker and is trying to find a job."

Working in diads again, learners share barriers and strategies for achieving their career goals. Partners help clarify steps, suggesting other barriers and processes for overcoming them. Volunteers share their material with the whole class.

Activity 3 Instructor stresses the importance of making a commitment in working toward any goal. He/she mentions that expressing commitments in writing can often be motivational tools. Learners fill in HANDOUT J2, asking other students to witness their commitment.

HANDOUT J1

Setting Career Goals Career Goal: _____

Phase 1: _____

	NEXT STEPS	BARRIERS
1)	_____	_____
2)	_____	_____
3)	_____	_____

Phase 2: _____

	NEXT STEPS	BARRIERS
1)	_____	_____
2)	_____	_____
3)	_____	_____

Phase 3: _____

	NEXT STEPS	BARRIERS
1)	_____	_____
2)	_____	_____
3)	_____	_____

HANDOUT J2

Contract

Whereas _____ has completed the first phase toward becoming a

_____, he ( ) she ( ) agrees to do the following:

_____

_____

_____

_____

_____

_____

_____

_____

_____

by _____ (date)

In witness whereof, the parties hereto have executed this contract as of the dates appearing next to their respective signatures below.

Date:_____ By:_____
Learner Signature

Date:_____ By:_____
Witness Signature

Sample Lesson 56: Reading! Reading! More Reading!

Goal: To motivate learners to devote more time to reading.

Outcome Objectives: The learners will:

- ➢ Inventory reading interests.
- ➢ Schedule time for reading.
- ➢ Identify an ideal reading environment.
- ➢ Visit the local library.
- ➢ Read aloud to others.

Instructional Materials & Resources

- ➢ Examples of different reading materials, such as magazines, newspapers, how–to manuals, comic books, novels, etc. (Learners can bring in reading materials or a variety of reading materials can be found in the local library).

Activity 1 Learners brainstorm to create a list of reading interests: sports, cooking, adventure stories, history, etc. Instructor can facilitate the discussion by asking questions such as:

"What do you like to watch on TV?"

"What jobs/careers are you interested in?"

"What would you like to know more about?"

"What would you like your children to know more about?"

"What kind of people do you like to hear about in stories?"

"What kind of activities are you interested in?"

Instructor displays some of the reading material which he or she enjoys.

Activity 2 Using time management skills learned in Lesson 51 (and/or HANDOUT H2), learners schedule specific blocks of time during a day or week for reading. Learners discuss what environment would be conducive to reading during those scheduled times.

"Do you need absolute silence or can you read while children are playing nearby?"

"What kind of chair is most comfortable?"

"What kind of lighting is necessary?"

"Would it be easier to read in a library? in a park? alone? to others?"

"Does having food or music available help you read?"

Learners exchange information on good places in the local area to read.

Activity 3 Instructor schedules a field trip to the local library, arranging for a presentation on the library and its contents with the local librarian. If reading programs for preschoolers and their parents are offered, learners can sign up for them. Learners will be able to see firsthand the wide variety of subject areas available in printed material, and can check out items of interest. (Sample Lesson 15 in Volume One covers obtaining a library card.)

Activity 4 Instructor schedules a field trip to a day-care center, an elementary school, a senior citizen's home, a hospital, or a facility for the visually impaired. Learners volunteer to read aloud to others who may be unable to read. Learners can also schedule time to read to their own children or to elderly neighbors. Learners discuss afterwards or in the next class how they felt while reading to others.

"Were you nervous at first? Proud?"

"Were you glad to be doing something for someone else or to be serving as a role model for children?"

Family Literacy Extension

Activity 1 Discuss what types of television shows the parents' children watch and how much time the family spends in front of the television set. Discuss the benefits of reading over television-watching. Parents and children can make a pact to spend a certain amount of time each day reading to each other or simply sitting together, looking at pictures, and telling each other stories. Parents can discuss the importance of prereading activities for their children and discuss ways to foster their children's emergent literacy.

Sample Lesson 57: Will I Ever Use This In Real Life?

Goal: To understand that basic skills help in daily living.

Outcome Objectives: The learners will:

- Identify skills they are learning or have learned already.
- Relate skills to demands of daily living.

Instructional Materials & Resources

- HANDOUT K: *When Am I Ever Going to Use This in Real Life?* (page 93)

Activity 1 Instructor asks class to volunteer different skills they are currently learning or have learned in the past. Examples might include reading a newspaper, recognizing a stop sign, reading a story to a child, figuring out how to read a train schedule, or estimating the cost of sundries. Using HANDOUT K, learners list some of their daily activities in the first column and correlate the skills which help them perform these activities. In the third column, learners record skills helpful for performing the activity that they still need to learn. Instructor should also ask learners to add some daily activities which they have been hesitating doing, again relating basic skills which will help them.

HANDOUT K

When Am I Ever Going To Use This In Real Life?

Directions: List some of the activities you do everyday in the first column. In the second column, write down the skills you need to do the activities. In the third column, write down the skills you still need to learn to do the activities.

DAILY ACTIVITIES	SKILLS I HAVE	SKILLS I NEED TO LEARN

93

Sample Lesson 58: Alcohol and Your Neighborhood!

Goal: To recognize the relationship between availability of alcohol in a neighborhood or community and the health of that neighborhood or community.

Outcome Objectives: The learners will:

- Contrast the number of alcohol outlets in two different neighborhoods or communities.
- Consider why different neighborhoods have different numbers of alcohol outlets.

Instructional Materials & Resources

- An area map
- Student notebooks

Activity 1 In small groups, learners select at least two different neighborhoods of approximately the same size to study. Learners go out as active observers to notice what is in public view about alcohol in each of the neighborhoods.

Activity 2 Learners discuss their findings and identify any patterns that may help to explain differences found between neighborhoods. As a whole class, learners brainstorm possible actions to call attention to their findings about the availability of alcohol and how it impacts on them, their families, and their friends.

Sample Lesson 59: Setting Up a Support System*

Goal: To build a positive personal support system.

Outcome Objectives: The learners will:

- Define a supportive person.
- Recognize supportive people in their lives.
- Identify barriers to building a support system.
- Portray the support they provide others.

Instructional Materials & Resources

- HANDOUT L1: *Support* (page 99)
- HANDOUT L2: *Support Assessment* (page 101)
- HANDOUT L3: *My Personal Support System* (page 103)
- HANDOUT L4: *Reflections on Support* (page 105)

Activity 1 Instructor facilitates a discussion on the importance and benefits of developing personal support systems.

"Why is it important to have a personal support system?"

"Describe experiences when a support system has been important to you."

"Where can you find a personal support system?"

Activity 2 Instructor asks learners to create a definition of a supportive person. Using HANDOUT L1 as a guide for the discussion, learners develop their own unique definitions for a supportive person.

Activity 3 Learners are asked to look at their own lives at the present time and individually assess the extent of their support systems using HANDOUT L2. When the handout is completed, learners convene in groups of three or four and discuss results including:

"Were they surprised at the assessment of their support systems? How extensive? How limited?"

"Do they feel that their support systems are positive for them? If so, how? If negative, why?"

* From *Reintegration Skills for the Future* by Patti McLaughlin. Adapted and reproduced with permission.

Activity 4

People often provide support for other people without asking for support in return. To begin this discussion, learners should complete HANDOUT L3 to identify the people for whom they are a support system. They will also be asked to "rate" the support by assigning an equal (=), plus (+), or minus (–) sign next to the person's name, as explained in the handout.

Activity 5

Instructor facilitates discussion about the results of the previous activity.

"Are the learners providing equal support in their relationships? More or less in some? More all the time? Less all the time?"

As learners reflect upon these results, they can complete HANDOUT L4. Learners can convene in diads to discuss the results. After the discussion, instructor asks learners to each identify one action they will take to build a positive support system.

Handout L1

Support Directions: Complete the following:

1. A supportive person is a person who:

_____

_____

_____

2. A person can be supportive in the following ways:

_____

_____

_____

3. Some qualities and attitudes of a supportive person are:

_____

_____

_____

4. Limits which a supportive person might have are:

_____

_____

_____

5. My definition of a supportive person is:

_____

_____

_____

_____

Handout L2

Support Assessment

Describe your current support system(s). In the chart below, first list the people with whom you have a connection. These people can include your family members, friends, case workers, teachers, clergy, etc. In the second column, list what that person gives you: money, love, advice, encouragement, food, shelter, etc. In the third column, list other "things" this person can provide for you that you need.

Person	What support do I get from this person?	What other support can this person give me?
1.		
2.		
3.		
4.		
5.		

1. When you look at your list, what are your thoughts about your support people?

2. How do you wish it could be different? Are there kinds of support you need which you are not getting?

3. What is preventing you from expanding your support system if you need to?

(Adapted from *Courage to Heal* by Laura Davis)

HANDOUT L3

My Personal Support System

Now we're going to look at the people to whom we provide support. Make a list of these people in the first column. The list might include children, a spouse, parents, friends, etc. In the second column, describe the support you provide for each. This support could include money, food, love, clothing, among other things.

PERSON	WHAT SUPPORT I GIVE
1.	
2.	
3.	
4.	
5.	

Support systems work best when the help each person gets is about equal. Next to each person's name, make an equal (=) sign when the assistance is equal between the two of you. Make a plus (+) sign when they are giving more and a minus (–) sign when you are giving more.

When you see minus signs in the chart above, describe in the chart below how they could support you more.

HOW COULD THEY SUPPORT ME MORE?
1.
2.
3.
4.
5.

HANDOUT L4

Reflections on Support

Directions: Reflect upon and answer the following questions.

1. Am I a supportive person?

2. How do I support other people?

3. What prevents me from being more supportive than I am?

4. Am I a generous person?

5. Have I been generous with time, money, or other resources in the past year?

6. Could I have been a more generous person than I have been in this past year?

7. How can people learn to be more generous?

8. How can I be more generous in the future?

9. What additional support do I need?

10. How can I widen my support system to be more positive and get the additional support I need?

Sample Lesson 60: Expectations — You Are What You Think!*

Goal: To be aware of how expectations can shape the future.

Outcome Objectives: The learners will:

- ➢ Identify ways in which they communicate their expectations about themselves and others.
- ➢ List ways in which expectations affect their relationships.
- ➢ Describe three actions they can take to change how people perceive them.

Instructional Materials & Resources

- ➢ Flip chart or blackboard
- ➢ Paper and pencils
- ➢ HANDOUT M *Introduction to Expectations* and *Pygmalion* (page 109)

Activity 1 Instructor presents the following to the learners:

It is almost impossible to cover up our expectations. We often communicate a lot even when we are not saying anything. If we have low expectations, we often avoid communicating at all. This silence seems to communicate bad feelings.

Learners discuss this concept, responding to the following:

"Give examples of seeing low self–expectations in others or experiencing it yourself."

"How could this affect a relationship between a husband and wife? Parent and child? Boss and employee?"

Activity 2 On HANDOUT M, learners read "Introduction to Expectations" and reflect upon or discuss the following:

"What does this idea mean to you? How can you apply it in everyday living?"

"In what ways can this idea help a relationship between husband and wife? Parent and child? Boss and employee?"

---

* Adapted and reproduced from *Mississippi Adult Homeless Education Program Curriculum Guide: Pre-Employment Self-Analysis Workshop* with permission from the Mississippi State Board for Community and Junior Colleges.

Activity 3

On HANDOUT M, learners read "Pygmalion" and discuss the following:

"How might the instructor communicate his/her expectations? How might the expectations be shown? Did you ever see this happen when you were in school? Describe what happened and how it felt."

How might this story help in relationships between husband and wife, parent and child, and boss and employee?"

Activity 4

Based on the previous activities, learners list three actions they can take to change the way others perceive them. For example, if learners think people they meet will not like them, they will probably not act very likeable. What actions can learners take so they appear more likeable?

HANDOUT M

Introduction to Expectations

A group of scientists got together to see if the human mind could affect future events. They looked at things like prayer, prophecies, and predictions. They also looked at how our own expectations often come true. The scientists found strong proof that our own expectations, expectations of others, and pictures of the future are very self-fulfilling. This means that what we EXPECT to happen is very often what happens and the way we EXPECT people to behave is the way they will behave. This is especially true when we expect people to treat us badly; they often do. This is why we have called this lesson: You are what you think.

Pygmalion*

A group of students in a school classroom were tested at the start of the school year. The teachers were given the names of several students in each room who would show unusual progress and learn a lot. At the end of the year, tests showed these students had made greater education gains than the other students; the teachers described them as more interesting, more curious, happier, better adjusted, and more loving than the others.

Actually, the students were just picked out — they were not really any different than the other children. The only difference between the children selected and their classmates was in the minds of the teachers.

* This is called the "Pygmalion Effect" in education. It is named after a king of Cyprus and a sculptor, Pygmalion, who fell in love with a statue he made. Aphrodite gave the statue life in this myth.

Sample Lesson 61: Developing Teamwork*[1]

Goal: To demonstrate how to work with a team to reach decisions and accomplish tasks in a more productive manner.

Outcome Objectives: The learners will:

- ➢ Understand principles of teamwork.
- ➢ Describe team members' roles.
- ➢ Plan and carry out a task using teamwork.

Instructional Materials & Resources

- ➢ Flipchart or blackboard
- ➢ Paper and pencils
- ➢ HANDOUT N1: *Principles of Teamwork* (page 113)
- ➢ HANDOUT N2: *Team Member Behaviors* (page 115)
- ➢ HANDOUT N3: *Teamwork Chart* (page 117)

Activity 1 Instructor facilitates discussion of the importance of teamwork in solving a problem or in achieving a task. Learners offer examples of teamwork which they have seen or participated in. Sports analogies will probably help illustrate the concept of teamwork. Relating personal experiences of participating in popular sports will also make the concept more relevant.

Learners discuss each principle on HANDOUT N1. Instructor should stress the importance of all team members understanding and applying the principles of teamwork. Again, sports analogies will be helpful in this discussion.

Activity 2 Learners suggest reasons for why teams fail, which are listed on newsprint. Again, using sports analogies and "teams losing games" may help this discussion. This list should probably include the following:

---

* *This lesson will take four or five hours to complete all activities.*

[1] Adapted and reproduced from *Mississippi Adult Homeless Education Program Curriculum Guide: An Activity Based Approach* with permission from the Mississippi State Board for Community and Junior Colleges.

Members do not understand purpose or goals.

Members do not know what roles to play or what their tasks are.

Members don't know how to do their tasks or how they fit in with the total team effort.

Members do not "buy into" goals.

This discussion will lead into the importance of individual roles as a means to ensure the success of a team.

Activity 3 Using HANDOUT N2, learners discuss the different behaviors by team members necessary to achieve a task. In groups of four or five, learners identify behaviors they have contributed when they personally have been on teams. Behaviors not represented in the group are noted. Learners should identify behaviors they are willing to assume in their teams.

Activity 4 Learners form small groups (teams) of five to eight, with each group assigned a task. Tasks can be as simple as:

moving desks

composing a poster for a program event

planning a meal

writing a description of the program for a brochure

drawing a "window" (if the classroom has few or none)

planning a class on HIV/AIDS (or any other topic)

starting a student council or support group

Alternatively, instructor should allow teams to choose their own tasks, if they wish.

Using HANDOUT N3, a group member who has been appointed the observer fills in each column at the top of the chart with the initials of one of the other team members. HANDOUT N2 should be reviewed for code words and roles before the activity begins. Then, as the observer watches the planning and carrying out of the task, he/she places a check in the row representing the appropriate team role, under the column bearing that team member's initials. Each team member will probably have checks in more than one row. This activity will probably take more than one class period. At the end of the first hour, teams can stop to discuss the observers' results. The entire class may wish to discuss the various team results, brainstorming about how teamwork can be improved. After the task is completed and displayed, team and class discussions should occur again.

HANDOUT N1

Principles of Teamwork

Responsibility for the team should be shared by all team members.

Identify with the team and its goals — if the team fails, it's the team's fault. If the team succeeds, everyone shares in the success.

Decisions should always be agreed upon by the team.

All important decisions should be decided by the team, not any individual or part of the team. The team should decide how it will accomplish its goals.

All members should participate.

Let everyone on the team work. Sometimes the team members can work in subgroups. Encourage minority and individual opinions by asking frequent questions.

Be flexible.

Be flexible in rules and procedures. Plan to achieve goals, but be willing to modify the plan when needed. As the skills, needs, and interests of the team change, change the tasks.

All individual members should feel comfortable on the team.

Get to know each other. Do this informally; have few rules. Discourage cliques or small groups of friends. Talk about what it means to be a team member rather than working as an individual.

The team should continually evaluate its progress.

Keep track of the team's progress. If action seems to be held up, talk about why it may be happening; no accusations — just reasons!!

Team members should understand the importance of the roles they play.

Study the different roles that people play; analyze the roles you play; and learn to play roles that help the team achieve its goals.

Be active.

Try lots of different tasks; work hard to make the team a place where members can risk making mistakes. Everybody should participate!

HANDOUT N2

Team Member Behaviors

TASK BEHAVIORS — those behaviors necessary for getting a job done.

Starting – helping the team get started by suggesting a task or goal, defining a problem, or suggesting an idea for solving a problem. (Starting)*

Asking for information or opinions – asking for facts, helping the team find out what team members think or feel about what is being done, asking for suggestions or ideas. (Asking)*

Giving information or opinions – giving facts or useful information, expressing what one thinks or feels, giving suggestions or ideas. (Giving)*

Clarifying – interpreting ideas and suggestions, clearing up points of confusion, giving examples of how something would work. (Clarifying)*

Checking – checking where the team is on a project, checking to see how much more needs to be done. (Checking)*

Summarizing – pulling together ideas or tasks, restating ideas, grouping activities so the group will know how much it has already done. (Pulling Together)*

MAINTENANCE BEHAVIORS — those behaviors which keep the team working with energy and enthusiasm.

Gatekeeping – keeping communication open, helping other team members make their contributions, suggesting ways to be more productive. (Still Talking)*

Harmonizing – helping to settle fights, suggesting compromises when people disagree, helping people see how they are alike as well as different. (Getting Along)*

Relieving Tensions – helping the team laugh at themselves, helping members to relax. (Relaxing)*

Encouraging – being friendly, listening to others and their contributions, helping others to contribute, encouraging others to be a part of the team. (Being Hopeful)*

Diagnosing – finding out where problems lie, suggesting next steps. (What's Wrong?)*

* Code word listed on HANDOUT: *Teamwork Chart*.

HANDOUT N3

Teamwork Chart Directions: As the observer of your team, assign a number to each team member. As you watch your team do their task, place a check in the team member's column who is exhibiting a certain behavior. Each team member will probably have checks in more than one row.

Behaviors	Team Member							
	1	2	3	4	5	6	7	8
Starting								
Asking								
Giving								
Clarifying								
Checking								
Pulling Together								
Still Talking								
Getting Along								
Relaxing								
Being Hopeful								
What's Wrong?								

Sample Lesson 62: The Key to Catching Your Dream Job — The Interview

Goal: To prepare for a successful job interview.

Outcome Objectives: The learners will:

- Understand the important elements of a successful interview.
- Prepare responses for the "successful eight questions."
- Recount the dos and do nots of job interviews.

Instructional Materials & Resources

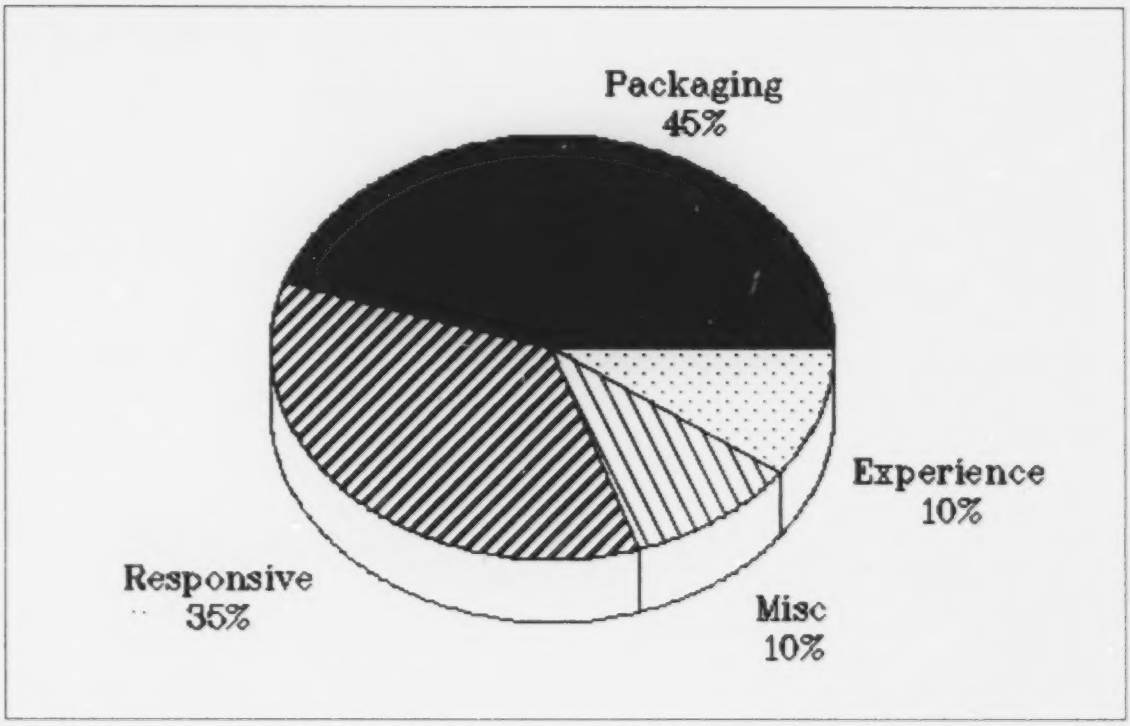
- HANDOUT O1: *Success in Interviews* (page 121)
- HANDOUT O2: *Eight Questions to Success* (page 123)
- Easel and Newsprint

Activity 1 Using HANDOUT O1, instructor lists the categories on newsprint and asks learners to describe the elements of each category. For example, packaging might be clothing, carriage, facial expressions, the greeting, etc. The irony of "packaging" and "responsiveness" totaling 80 percent should also be part of the discussion. These two categories are under the direct control of the interviewee. Learners can become accomplished in both packaging and responsiveness by practicing and role playing.

Activity 2 Emphasizing the importance of role playing, instructor introduces HANDOUT O2. These questions are asked on most interviews and can become the basis for role–plays. The class should discuss each of the questions to explore the kind of answers which would be considered positive in a job interview. Instructor asks for a learner to participate in a role–play. The learner may be more comfortable being the employer asking the questions of the teacher as the employee. Several showcase interviews may be necessary before the students are comfortable role–playing among themselves. If the learners are in triads, one learner can observe the interview and make comments. After the role playing has been completed, the class can discuss their comfort levels in the interviews and how students can increase their confidence.

HANDOUT O1

Success in Interviews



HANDOUT O2

Eight Questions to Success

Directions: These questions are always asked on interviews. Make a few notes under each question and practice — practice — practice!

1. What can you tell me about yourself?

2. Where have you worked before?

3. Why does this job interest you?

4. What special skills do you have?

5. What salary do you expect?

6. Do you have any questions for me?

7. Why should we hire you?

8. Is there anything you would like to add that hasn't been asked?

Sample Lesson 63: Locating Information Using the Telephone Directory[1]

Goal: To locate information in a telephone book.

Outcome Objectives: The learners will:

- Utilize a table of contents.
- Find emergency and service numbers.
- Locate information in the "white" and "yellow" pages.

Instructional Materials & Resources

- Telephone Directory*
- *Instructor's Overview for Discussion* on page 127
- HANDOUT P: *Finding Information in the Local Telephone Directory* (page 129)

Activity 1 Using the *Instructor's Overview for Discussion* on the next page, instructor guides learners through the table of contents in the telephone directory to familiarize students with the whole directory. Learners should see examples of tables of contents from other books provided by the instructor. Instructor stresses the point that a telephone directory has much useful information when one knows how to use it.

Activity 2 Learners complete HANDOUT P either individually or as part of class discussion. If learners fill out the activity sheet individually, a class discussion about the responses should follow.

---

* Note that telephone directories vary from place to place but the information utilized in this lesson is found in most books. The regional telephone company servicing your area would probably be delighted to donate extra copies of last year's directory.

[1] From *Life Skills Program and Job Search Skills Using the Ameritech White and Yellow PagesPlus* by Deborach Zinke and Diane Steigerwald. Adapted and reproduced with permission.

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Instructor's Overview for Discussion

1. Introduce the table of contents. What is the purpose of a table of contents?

2. Read and discuss what might be included under each of the headings in the table of contents. Begin with *Emergency Phone Numbers*.

3. Locate maps in the directory and have students locate schools and residences on the maps.

4. Have students look up their streets and zip codes.

5. Have students locate their area codes on the map. Practice finding area codes in other cities.

6. Review the table of contents and ask students to decide on the most important parts of the telephone directory.

7. Have students select coupons they would like to use.

HANDOUT P

Finding Information In The Local Telephone Directory

Directions: Answer the questions below.

1. If you are having a health–related problem, to which pages should you turn? _____

2. Where are the *Emergency* numbers? _____

3. What is the number for the *Poison Control Center?*

_____

4. If you have a work related injury, which section would you check for assistance?

_____

5. You have a visitor from out of town and want to check current local events. Where do you find this information?

_____

6. Which page has information about colleges? _____

7. Which page lists *Area Codes/Time Zones?* _____

8. Where are the maps located in the directory? _____

9. On what page will you find information about having telephone service installed? _____

10. You need assistance for alcoholism services. On what page would you find these services? _____

11. You are getting annoying or harassing calls and need to know what to do. On what page would you find help? _____

12. City maps listing zip codes are located on what pages? _____

13. Operator assistance for local and long distance calls is needed. On what page will you find information about operator assistance? _____

14. Your phone is not working properly, and you need to contact Repair Service. On what page would you find this information? _____

15. There is a discount on telephone service installation if you are receiving government financial assistance. Information on this service is found on what page? _____

Sample Lesson 64: Defining Your Dream Job*

Goal: To identify work which is interesting and enjoyable.

Outcome Objectives: The learners will:

- ➢ Explore their "ideal" jobs.
- ➢ List their interests, likes, and skills.
- ➢ Identify two job listings from the classified section of a local newspaper to pursue.

Instructional Materials & Resources

- ➢ HANDOUT Q1: *What do I want to be doing in five years?* (page 133)
- ➢ HANDOUT Q2: *Interests, Likes, and Skills* (page 135)
- ➢ Classified sections of local newspapers

Activity 1 Learners complete HANDOUT Q1, after instructor reads it aloud to the class. Learners form small groups of three to five and share their answers with the group. The group helps each member identify an "ideal" job based on the description. Then the large group discusses some of the "ideal" jobs which learners have chosen. The importance of having a job which feels like it "fits" should be emphasized.

Activity 2 When looking for jobs, it is important to take one's interests, likes, and skills into consideration. Learners complete HANDOUT Q2 to gather additional data to select the ideal job. Upon completion of the survey, diads are set up to discuss the results. The need for additional training and/or experience to find the ideal job is also discussed in the diads. Results are shared with the class.

Activity 3 Instructor explains how classified ads for jobs are organized. Learners are asked to identify at least two jobs in the newspaper which might fit their ideal jobs identified in the previous exercises.

---

* Adapted and reproduced from *Mississippi Adult Homeless Education Program Job Search Plan* with permission from the Mississippi State Board for Community and Junior Colleges.

HANDOUT Q1

What Do I Want To Be Doing In Five Years?

Directions

If you could have any job you wanted five years from now, what would it be? Suppose you could work anywhere and do anything you wanted. Imagine what you would be doing and where, and what kinds of satisfactions you would get from your work.

➢ What would you be doing?_____

_____

➢ Where would you work?_____

_____

➢ When would you work (days, evenings)?_____

_____

➢ Who would be your employer?_____

_____

➢ How much money would you earn?_____

_____

➢ What would you be wearing?_____

_____

➢ How hard would you be working?_____

_____

➢ How would you feel about you coworkers?_____

_____

➢ What would you like most about your job?_____

_____

➢ What would you be accomplishing in your job?_____

_____

➢ How would your job be important to others?_____

_____

➢ What would you like least about your job?_____

_____

➢ How much time would you spend on your job?_____

_____

HANDOUT Q2

Interests, Likes, and Skills

Directions: Complete the following.

I enjoy (activities, responsibilities, outcomes):

_____

_____

_____

_____

_____

I am skilled at:

_____

_____

_____

_____

_____

Therefore, I am interested in:

_____

_____

_____

_____

_____

Sample Lesson 65: Politics and You*

Goal: To encourage participation in political activities as a means for empowering learners as citizens.

Outcome Objectives: The learners will:

- ➢ Define politics.
- ➢ Characterize the impact of politics on their lives.
- ➢ Demonstrate ways in which they may constructively act on their concerns.

Instructional Materials & Resources

- ➢ Pencil and paper
- ➢ Telephone book
- ➢ Newspapers
- ➢ Easel and newsprint
- ➢ HANDOUT R: *Action Planning* (page 139)

Activity 1 Learners are asked to identify articles in newspapers related to "politics." After the content of the various articles has been discussed, instructor asks learners to list various words which are related to "politics." Words are recorded on newsprint. Learners convene into small groups of four to six and, using the recorded words, produce a definition of politics. Each small group records the definition on newsprint, displays it, and reads it to the rest of the class. By consensus, learners either accept one of the definitions or modify one to satisfy them.

Activity 2 Learners write down the impact that politics has had on their lives. For example, the instructor might ask:

"What is the impact of:
–reducing Medicaid or Medicare benefits?"
–eliminating school lunches?"
–layoffs from government agencies or businesses?"
–increases in property taxes?"

---

* Adapted and reproduced from *Adult Performance Parenting Literacy Experience: Participating in Political Activities* with permission from the Kansas State Board of Education.

Instructor records each impact as either positive (+) or negative (–) on the newsprint. When all the concerns have been recorded, learners discuss how the community or country is affected by these impacts. Several strategies for acting on these concerns should be elicited from the group. Possible strategies include: telephone or written contact with legislators, meetings with legislators, letters to the editors of newspapers, expressing opinions on a talk radio show, voting, picketing, boycotts, and neighborhood or community meetings.

Activity 3 Again, learners convene in small groups of four to six learners. Using HANDOUT R, instructor assigns one cause and impact to each small group. The groups are to respond with appropriate strategies and actions per the previous discussion. If the strategy includes contact with a legislator, the group researches the appropriate person to contact. Resources for the research can include the telephone directory and newspapers. After planning has occurred, each group reports to the class which strategy will be implemented. The small groups agree on completion dates for their actions and report results at that time. Learners prepare to update class on their progress at an interim meeting.

Activity 4 At the interim meeting, progress is shared. Letters, meeting schedules, arrangements for distributing voter information, etc. are shared at this point. Questions about the strategies, actions, and obstacles in their implementation are also discussed. Brainstorming to resolve problems then takes place.

Activity 5 When the completion dates have passed, the small groups report their strategies, actions, and the results, if any. Discussion includes the effectiveness and appropriateness of the action and the feelings of acting on a concern which has negative consequences.

HANDOUT R

Action Planning

Directions: Fill in the following information to develop an Action Plan.

Group Members: _____

_____

Negative Cause and Impact: _____

_____

Selected Strategy: _____

_____

ACTION STEP	PERSON RESPONSIBLE	DATE

Barriers: _____

_____

Results: _____

_____

Sample Lesson 66: Confidence Through Role–Playing*

Goal: To gain self–confidence in social and work interactions through role–playing.

Outcome Objectives: The learners will:

- ➢ Act out different roles and situations to practice managing them.
- ➢ Practice teamwork.

Instructional Materials & Resources

- ➢ Cassette tapes of various types of music
- ➢ Cassette player
- ➢ Easel and newsprint

Activity 1 Learners position themselves around the room. Instructor announces a series of roles:

a baby just learning to walk
an awkward teenager
a mother chasing a two–year–old who is near a road
an elderly person crossing a street
an important business person
a salesperson
a modern dancer, a ballet dancer, a square dancer, a line dancer
a teacher

As each role is announced, learners demonstrate the walk of the individual in the role. Adding music during this activity may make people feel more comfortable.

Activity 2 Instructor describes the following mime to the class:

Stand facing each other and pretend there is a pane of glass between you. Put your hands up with your palms almost touching. One person leads by moving hands slowly enough that the partner can keep his/her

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* Adapted and reproduced from *Creative and Expressive Arts Module for the Homeless of Jacksonville* with permission from the Florida Community College at Jacksonville.

hands mirroring the hand movements. After a few minutes, switch and let the leader be the follower.

Instructor asks for a volunteer to help demonstrate mime to the class. Learners pair up and do mimes. Each partner practices being the leader.

Activity 3

Learners brainstorm several activities to practice additional mime exercises, which are recorded on newsprint. Examples of activities are:

making a pizza
baking cookies
crossing a busy street
putting winter clothes on a child
flying a kite
being a snake
slipping on ice
walking on a hot beach
hearing a funny story

Learners choose an activity and practice. If all the learners practice at once, they will be more comfortable. Several learners may volunteer to demonstrate their activities in mime. A discussion of the importance of these activities should then occur, including:

making people more comfortable in public situations
practicing body language
appreciating the impact of body language

Activity 4

Learners form small groups of four to six. Each group is expected to role-play one of the following activities or to develop one of its own. Instructor may wish to ask a learner to volunteer and act out a role-play first before small groups proceed. Suggested activities are:

job interview
returning a defective compact disc
telling people you don't want to do something they want you to do

Every learner in each group should participate in the role-play, repeating it with different characters if necessary. Again, the group discusses why this activity is important. Discussion could include:

learning how to respond confidently in an interview or other situation
being assertive
being direct but not confrontative
negotiating

Sample Lesson 67: Emotional Buttons*

Goal: To examine the effects of life patterns and alter their negative impact.

Outcome Objectives: The learners will:

- ➢ Recognize situations which cause them to react negatively almost all of the time (*i.e.*, emotional "buttons")
- ➢ Identify responses to emotional buttons being pushed.
- ➢ Develop strategies to prevent reacting in familiar, but ineffective, ways.

Instructional Materials & Resources

- ➢ Easel and newsprint
- ➢ Pen or pencil and paper
- ➢ HANDOUT S: *What Pushes My Buttons?* (page 145)
- ➢ Crafts such as poster paper, magic markers, crayons, buttons, colored paper, glue, transparent tape

Activity 1 Being able to overcome negative thinking is important to having successes in our lives. Instructor introduces a discussion with the learners about negative thinking, how easy it is to fall into negative thinking, and how to pull out of it. Learners should offer a few examples of how they stop negative thinking (*i.e.*, taking deep breaths, talking to a friend), which are recorded on newsprint.

Activity 2 Instructor introduces the notion that often negative thinking begins because our "emotional buttons" (situations which cause us to react negatively almost all of the time) are pushed by someone or something. Homelessness, itself, pushes all kinds of buttons. Again, learners should offer examples of things that push buttons, which are recorded on newsprint. Discussion continues, addressing how we feel if we react badly and lose control when our buttons are pushed. Losing control and reacting badly contribute to negative thinking. Learners fill out HANDOUT S. When handout is completed, learners convene in small groups of four to six to discuss their responses. Developing

* From draft copy of *Washington State Affective Skills Curriculum: Self-Awareness* by Patti McLaughlin. Adapted and reproduced with permission.

strategies to offset or alter negative responses should be emphasized in these discussions. To close this activity, the large group summarizes the discussions in the small groups, again emphasizing the development of alternative behaviors.

Activity 2 Each learner produces a poster, pin, painting, poem, song, etc., to symbolize the "pause button" or strategy he/she is using to change negative reactions to emotional buttons. For example, if a learner becomes enraged when buttons are pushed, he/she might draw a red circle with a slash through the word temper on a poster or button. He/she might also draw a very funny picture of him/herself getting angry with a red slash through the drawing. If a person is frustrated with the noise a neighbor makes and thinks a "pause button" of visualizing a peaceful scene might help, he/she can draw a peaceful scene at the beach, in the forest, at the zoo, or in the museum. Parents might get very cranky with their children because homelessness makes them feel like their not doing their job -- protecting their families. Rather than reacting badly, parents may express their feelings by writing a poem or a short story to read to their children.

HANDOUT S

What "Pushes my Buttons?"

Directions: Answer the questions below.

1. What "pushes my buttons?" (a situation which happens over and over again that causes me to get upset and lose control of myself)_____

_____

_____

_____

2. What usually happens when my "button" is pushed? What do I do next?

_____

_____

_____

_____

3. What am I thinking as I am responding?

For example: *When someone makes a mistake involving money, I lose my temper. I am thinking: He/she is taking money away from me and I won't allow it!*

_____

_____

_____

_____

4. How can I replay this situation so I won't lose control and feel bad? How can I change the ending of the story?

For example: *I can ask questions about the mistake with the money. Maybe the person added wrong, or didn't understand what I was saying.*

5. What "pause button" can I press to keep myself from reacting in the same pattern? Describe the "pause button" below.

For example: *Taking a walk, asking for more information, talking about feelings, taking deep breaths.*

Sample Lesson 68: Hello, Fear!*

Goal: To encourage goal-setting and eliminate obstacles to achieving them.

Outcome Objectives: The learners will:

- ➢ Appreciate their prior successes in goal–setting.
- ➢ Set personal goals.
- ➢ Recognize obstacles to achieving goals.
- ➢ Identify strategies to overcome obstacles.

Instructional Materials & Resources

- ➢ Pen and pencil
- ➢ HANDOUT T: *Goal–Setting Worksheet* (page 149)

Activity 1 This exercise on goal–setting is very powerful, particularly if learners are guided step–by–step through HANDOUT T. Instructor precedes the exercise with an introduction about fear and how that emotion keeps us from accomplishing or even setting goals. This exercise is designed so learners can "greet" fear by saying "Hello, Fear! Take a seat." All learners should finish each step of the worksheet before progressing to the next. Instructor should practice the exercise enough to read the following script with confidence.

Step 1

"On the handout, list three personal goals you would like to accomplish this year."

Step 2

"Now, choose one of the three you would really like to work on and circle it."

Step 3

"On the next line, write out one goal you set out to do last year and did it." (Pause) "Good! Pat yourself on the back." (Or, suggest applause, prizes, or some other kind of reward.)

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* From draft copy of *Washington State Affective Skills Curriculum: Goal Setting* by Patti McLaughlin. Adapted and reproduced with permission.

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Step 4

"Next to the goal that you accomplished, write down the major obstacle you had to overcome to reach that goal."

Step 5

"Below the obstacle, describe how you were able to break through it."

Step 6

"Returning to the goal you chose to work on this year, next to it write down the major obstacle you are facing. Choose three other partners and have them suggest at least three ways you could overcome the obstacle. Write these down."

Step 7

"Now, circle the best way to overcome the obstacle."

Step 8

"Think about what your partners have said and how you will follow their advice."

Step 9

"Take a small piece of paper and rewrite the goal, the obstacle, and the one thing you will do to overcome the obstacle."

Step 10

"Put the piece of paper in your pocket or other convenient place. Keep the paper for at least a week. Take it out and look at it several times a day. Ask yourself, 'How am I going to accomplish this today?'"

Activity 2 After a week has passed, instructor facilitates a class discussion about goal–setting and the process of the previous week. Instructor encourages learners to discuss the results of their goal–setting — both successes and failures. Instructor helps learners problem–solve additional strategies which may help them overcome obstacles. If possible in ensuing weeks, the goal–setting exercise should be mentioned again for feedback on the process and results.

HANDOUT T

Goal–Setting Worksheet

Directions: Fill in the following information.

My three goals are:

1_____

2_____

3_____

The goal which is the most important to me is:

_____

One goal that I already accomplished for myself last year is:

_____

Things that I had to overcome to accomplish this goal are:

_____

_____

_____

The things I did to overcome these obstacles are:

_____

_____

_____

As I was working toward my goal I felt:

_____

The goal that I am going to accomplish this year is:

_____

My main obstacles which I will have to overcome are:

_____

_____

_____

My partners' advice on how I can overcome my obstacles are:

✔ Obstacle #1

Advice:

✔ Obstacle #2

Advice:

✔ Obstacle #3

Advice:

The one piece of advice I will start doing this week is:

The changes I will have to make in my life to do this are:

Sample Lesson A: Family Cookbook*

Goal: To create/compile a cookbook based on the specialties of the families in the program.

Outcome Objectives: The learners will:

Adults

- ➢ Develop academic skills of reading, writing, measuring, researching, following directions, and sequencing.
- ➢ Develop confidence through influencing the classroom curriculum.
- ➢ Be motivated by curriculum that is relevant to their lives.

Early Childhood

- ➢ Develop fine motor skills.
- ➢ Develop speaking, listening, reading, prereading, and writing skills.
- ➢ Develop positive self–esteem through recognition of their strengths and appreciation of their influence on the curriculum.

Parent Support Groups

- ➢ Expand their knowledge.
- ➢ Increase their level of self–esteem.
- ➢ Build their sense of community and peer support.
- ➢ Increase their parenting competence and confidence.

Intergenerational Time

- ➢ Increase language and literacy skills.
- ➢ Develop a strengthened relationship and an appreciation of each other's strengths among parents and children in a family.
- ➢ Have fun.

* This project may take weeks of class meetings and can be considered a unit of study.

Instructional Materials & Resources

- Cooking equipment, kitchen supplies, recipe ingredients, stove or hot plate
- Writing instruments
- Art supplies
- Computer/typewriter
- Books

Activity 1

Adults: Learners will share and compile their favorite recipes and explore related topics such as the cultural significance of particular dishes, their origins, history, and related traditions. In so doing, students may do research related to geography, history, politics, religion, culture, economics, etc. The group may be divided into several smaller research groups, each concentrating on the above areas of study. Learners may extend their research and writing skills by contributing articles of specific interest (*e.g.*,nutrition, health tips, description of family traditions involving food, etc.)

Activity 2

Early Childhood: Discuss the idea of writing down and compiling favorite recipes. The youngest children can be encouraged to "write" their own recipe ideas using symbols or pictures (*e.g.*, a fruit salad recipe can be illustrated by drawing simple pictures of the different fruits, a bowl, a spoon, etc., and the adults can "translate" underneath). What foods do they like best? Do they ever help Dad or Mom in preparing the meals? How? Children can read stories involving food to supplement and enrich their discussions. (See bibliography on pages 155-157.)

Activity 3

Parent Support Groups: Examine such topics as nutritional and dietary needs for themselves and their children, safety in the kitchen, budgeting ideas (*i.e.*, buying in bulk, clipping coupons, buying store brand goods, etc.), discipline (*i.e.*, how to keep children busy and happy during grocery shopping, meal preparation, etc.), time management (*i.e.*, preparing part of meal ahead of time, freezing meal portions when possible, etc.).

Activity 4

Intergenerational Time: Parents and children work together to design the cookbook, compile its components, and possibly consider ways in which it can be marketed to raise money for the program/shelter. They can cook together in parent–child pairs by writing, reading, and following a simple recipe (*e.g.*, applesauce, fruit salad, or chocolate pudding). This project can culminate in a shared feast hosted and enjoyed by the program participants, shelter staff and invited guests. Parents and children can also enjoy some quiet time together reading and sharing books such as those in the attached bibliography.

Home Extension Ideas

These activities can include older siblings and other family members:
Family members will interview relatives in researching their family recipes. These recipes, along with significant food–oriented memories, customs, and family–meal recollections can be preserved in writing accompanied by relevant photographs depicting family gatherings around the table. This document can be handed down through the generations with the promise of strengthening the sense of connectedness among the generations of a family and keeping those vital traditions alive.

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Sample Lesson B: The Nature of Things*

Goal: To nurture caterpillar larvae through their journey in becoming butterflies.

Outcome Objectives: The learners will:

Adults

- Become familiar with the life cycle of the butterfly.
- Develop academic skills.
- Gain an understanding of the value and connectedness among the earth's creatures and resources.

Early Childhood

- Become familiar with the life cycle of the butterfly and relate it to their own growth and development.
- Develop their skills in the areas of reading, writing, listening, and speaking.
- Gain an appreciation and respect for living things and their balance in our environment.
- Gain a sense of responsibility.
- Develop in their roles as caregivers and nurturers.

Parent Support Groups

- Increase their competence as parents.
- Build a sense of community and peer support.
- Recognize the value of books in facilitating parent–child discussions.

Intergenerational Time

- Increase language and literacy skills.
- Develop a strengthened relationship and appreciation for each other's value among parents and children in a family.
- Develop confidence and self-esteem through recognition of their strengths and appreciation of their influence on the curriculum and in the community.
- Have fun.

* This project may take weeks of class meetings and can be considered a unit of study.

Instructional Materials & Resources

- Butterfly Garden Kit:** butterfly house, feeding kit, guide and coupon for caterpillars
- Writing instruments, paper
- Art supplies
- Books

Activity 1

Adults: Instructor incorporates related research into the science curriculum. Research can involve such topics as the delicate balance which must be maintained in the natural world, species indigenous to specific areas of the world, etc. They can also practice their letter-writing skills by contacting political figures and organizations to voice their opinions regarding conservation issues that they find relevant (*i.e.*, a local factory in danger of polluting a community's water source).

Activity 2

Early Childhood: Learners will actually nurture and care for the physical needs of their insects. They will be responsible for seeing that their charges are given adequate water, food, accommodations, and are treated with respect. They maintain a written record of their observations. The changes and transformations witnessed will be discussed and logged daily.

Activity 3

Parent Support Groups: Learners will explore positive ways to discuss with and prepare their children for some of the issues that will inevitably arise, such as birth, death, freedom, captivity, etc. Parents can explore the topic of preparing their children for parenting and how to raise children who are responsible, compassionate, and competent caregivers by encouraging their natural curiosity about living things and supporting their efforts in protecting and providing for their fellow beings. In observing animals (pets, on a trip to the zoo, in the wild), parents can ask their children to describe the ways in which the various animals care for their young and note the similarities between species, including humans. Notice that we all need food, we all require shelter, and we thrive with affection.

**Can be ordered from Chaselle, Inc., 9645 Gerwig Lane, Columbia, MD 21046/800-242-7355.

Activity 4 *Intergenerational Time:* Learners observe and discuss their butterflies' progress and develop language and communication skills through questioning, predicting, and analyzing. They can spend some quiet time together reading and sharing books such as those in the bibliography on pages 163-165. A possible culminating activity is to invite some outside guests to a butterfly–freeing ceremony to be held at a local park or other open space. Parents and children can design and write the invitations together, practice some poems or short songs about butterflies/nature that they can recite together during the ceremony and perhaps prepare some light butterfly–theme refreshments (butterfly–shaped gelatin mold or butterfly cookies).

Home Extension Ideas

These activities can include older siblings and other family members:

- A wall chart for measuring and recording each child's growth can be maintained and regularly updated. In this way, children can observe and reflect upon their personal evolution and the changing way in which they interact with their environment.
- If there is a baby in the home, this can provide a multitude of opportunities to encourage nurturing behavior in older children as well as an understanding of developmental stages.
- Family photo albums, too, can provide the stimulus for much family discussion and a recognition of our own growth and the changes in those around us.

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Compiled by Sharon Masrour, Center for Family Resources

Sample Lesson C: Keeping the Peace —

Addressing Conflict Within Our Families, Classrooms, and Throughout the World*

Goal: To promote a learning community that is based on a mutual respect, communication, and honesty that can transcend the classroom walls.

Outcome Objectives: The learners will:

Adults

- ➢ Learn strategies to deal constructively and effectively with conflict in their lives.
- ➢ Understand some of the reasons behind aggressive or hostile actions.
- ➢ Be cognizant of cultural and societal influences on language and action.
- ➢ Become empowered to take action in their community to increase community members' understandings and acceptance of one another.
- ➢ Gain insight to their own feelings.

Early Childhood

- ➢ Understand that there are many reasons for misunderstandings.
- ➢ Realize that they often have the power to alter situations through their choice of language and behavior.
- ➢ Recognize that we can each contribute to world peace by first working for harmony and justice in our own lives.

Parent Support Groups

- ➢ Develop strategies for diffusing situations of potential conflict or violence.
- ➢ Practice positive communication and conversational techniques with members of their families.
- ➢ Be aware of their own attitudes regarding violence and how those influence their children's development.
- ➢ Be aware of the external influences upon their children as related to violence and intolerance.

---

* Note: this project may take weeks of class meetings and can be considered a unit of study.

Intergenerational Time

- ➢ Display newly–developed communicative skills.
- ➢ Actively strive to predict possible sources of conflict and avoid them.
- ➢ Consciously strive to appreciate and welcome the unique characteristics of the individuals with whom they come into daily contact.
- ➢ Gain a sense of empowerment through opportunities to effect positive change in their communities.
- ➢ Have fun.

Instructional Materials & Resources:

- ➢ Art supplies
- ➢ Books

Activity 1

Adults: Instructor leads a discussion which examines the specific ways in which intolerance is manifested within our society and, in so doing, can draw upon personal experience. Learners conduct research regarding the origins of such conflicts through political, cultural, religious, historical, and geographical influences. Drawing upon those influences, adults can develop a list of rules or guidelines that can be posted in the classroom and referred to in times of dissention. Cooperative learning techniques (such as group work, cooperative research projects, and the regular sharing and drawing upon group ideas) can be regularly integrated into the curriculum and adult students can reflect upon and evaluate the contributions of such techniques to the positive classroom atmosphere.

Activity 2

Early Childhood: Learners are asked to identify the kinds of behaviors that "bug" them and discuss the reasons for their reactions, how it makes them feel and explore ways in which they can act when confronted with such behavior. Discuss (and act upon) ways in which they think they can make a positive difference in the way we all treat one another. Read and consider children's books (see bibliography on pages 171-175) related to how misunderstandings can happen and that emphasize the essential commonalities among all people. Throughout the year, children can gain experience working in cooperative learning contexts.

Activity 3 *Parent Support Groups:* Learners investigate the effects of popular culture on their children's beliefs. Such elements as violence or insensitivity associated with video games, cartoons, fairy tales, songs, toys (*i.e.*, guns, war toys, etc.) can be examined. They can be encouraged to heighten their awareness by keeping a journal relating the number of violent or disturbing scenes witnessed during one evening's television viewing and recording their reactions to those scenes (the same can be done in reviewing popular nursery rhymes, etc.). Parents can explore practical techniques and strategies for opening up the lines of honest and helpful communication among the members of their families (this may be effectively accomplished through the use of guided role–playing wherein parents can act out and thereby practice their reactions to specific sensitive situations within a family such as individual's responsibilities within the family, household rules, addressing issues of peer pressure, etc.).

Activity 4 *Intergenerational Time:* Learners create (write and illustrate) a book, design a poster for display, or perhaps paint a wall mural that depicts their view of a perfect and peaceful society. These can be shared with members of the community as part of an ongoing community action project to increase tolerance and raise consciousness among neighboring individuals and groups. Parents and children can share with each other their ideas for making their relationship a joyful and sensitive one. The group can enjoy playing noncompetitive and team–building games. Parents and children can spend some quiet time together reading and sharing books such as those in the attached bibliography.

Home Extension Ideas

These activities can include older siblings and other family members:

- Regular family meetings can be planned and held to discuss the well–being of the family and its individual members. Together, family members can respectfully consider ways to address potentially problematic family–life issues.
- The entire family can agree upon and post a list of "ground rules" by which they will adhere (for instance: we will not use hurtful words with each other; we will respect one another's private space; we will remember to find a reason to praise one another each day, etc.). Members of the family can promise to support each other's attempts to adhere to these rules and the list can be updated and revised as needed.
- A family suggestion box can be set up for use by all members and suggestions submitted can be examined and decided upon during the weekly family meeting.

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Compiled by Sharon Masrour, Center for Family Resources

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Sample Lesson D: Preparing for Work*

Goal: To familiarize learners with the options available to them regarding work and to support them in preparing for their personal goals.

Outcome Objectives: The learners will:

Adults

- ➢ Recognize the value of education in realizing their job/career goals.
- ➢ Develop a realistic set of professional goals for themselves.
- ➢ Expand their knowledge and skills to meet the demands in their designated area of interest.
- ➢ Familiarize themselves with their particular areas of strength and natural aptitude.

Early Childhood

- ➢ Recognize that there are many more work–related options for both men and women than are traditionally considered.
- ➢ Begin to explore areas of interest.

Parent Support Groups

- ➢ Be aware of the impact of gender–biased education and socialization on their children's potential.
- ➢ Understand the importance of providing positive working role models for their children.
- ➢ Recognize the role that parents can play in encouraging their children to explore and expand their areas of interest and competence.
- ➢ Understand the intricate ways in which their eventual employment or change in employment can impact on each member of their family and alter the dynamics among members of the family.

Intergenerational Time

- ➢ Encourage, support, and build upon one another's emerging strengths and interests.
- ➢ Have fun.

*This project may take weeks of class meetings and can be considered a unit of study.

Instructional Materials & Resources

- "Career costumes" and props
- Writing materials
- Art supplies
- HANDOUT U: *Career Aptitude Assessments/Interest Inventories*

Activity 1

Adults: Learners complete a simple standard interest inventory or career aptitude test (see HANDOUT U) and consider the results. Students can create a goal–oriented action plan and begin working on the specific skills needed for their field–choice, compile a working resume and practice interviewing skills. They can, also, become involved in researching their chosen field.

Activity 2

Early Childhood: Learners can read books that portray many different people in many different roles and discuss their contributions to the community. Children can produce simple dramatic skits in which they illustrate the activities of various professionals. Real props that encourage literacy action can be added to the resources in the various activity areas (*e.g.*, menu and scratch pad for taking orders in the "restaurant," prescription pad and eye chart in the "doctor's office," telephone book, message pad, stamps and an old typewriter on the "secretary's desk," etc.)

Activity 3

Parent Support Groups: Learners examine the ways in which their choices and changes effect all members of their families and consider ways in which those effects can be dealt with in a positive, proactive manner. Parents can explore specific strategies for encouraging industriousness and creative thinking in their children. Outside speakers might be invited to serve as additional valuable resources.

Activity 4

Intergenerational Time: Learners go on field trips to visit various places of business in the community and talk to the professional in the field. They can record their experiences through photographs, drawings and journal entries. Parents and children in the classroom can participate in pretend play — dressing up in different "career–costumes" (baker, firefighter, veterinarian, teacher, mechanic, etc.) and explore these careers (including nontraditional gender options — such as a boy as a caregiver and a girl as an electrician) through role–playing. Parents and children can read books together such as those found on the bibliography on page 183.

Home Extension Ideas

These activities can include older siblings and other family members:

- Those parents who are currently employed will discuss their own jobs, hopes, and dreams for the future with their children. When they arrive home from work, parents can regularly spend a few minutes sharing with their children the personal successes and triumphs in the workplace as well as describing the inevitable frustrations involved in every job.
- Some parents may be able to arrange for their children to visit the worksite and explain the different positions and responsibilities. Encourage children to ask questions and explore the possibilities.
- All parents can support their children's potential by encouraging them in their interests and hobbies and introducing them to a variety of experiences and work situations.
- Parents and children can keep and share journals relating to their evolving interests and career dreams.
- Parents can provide their children with valuable prework experiences by assigning them regular tasks and duties within the family, and giving ample praise for their efforts.

HANDOUT U

Career Aptitude Assessments/Interest Inventories

1. COPSystem (evaluates aptitudes, interests, and values)
   Pub: *EDITS*
   P.O. Box 7234
   San Diego, CA 92167

2. Career Assessment Inventory (CAI)
   Pub: *National Computer Systems*
   P.O. Box 1416
   Minneapolis, MN 55440

3. Career Exploration Inventory (CEI)
   Pub: *JIST Works, Inc.*
   720 No. Park Ave.
   Indianapolis, IN 46202–3431

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Volume I, Sample Lesson 11: Blow Your Own Horn!

Goal: To increase self–esteem through demonstrating areas of talent or knowledge.

Outcome Objectives: Students will be able to:

- ➢ Describe both orally and in written form an area of personal talent or knowledge.
- ➢ Instruct the class in their areas of expertise.

Instructional Materials & Resources

- ➢ Paper, old magazines, scissors, paste
- ➢ Sample travel or "How To" brochures (e.g., from Cooperative Extension)

Activity 1 Ask students to reflect on their lives and write down an activity in which they excel, know a fair amount about, or a quality they possess. Examples include something they did as children, traveling, parenting skills, listening skills, crafts, etc. Ask students to also gather visual aids or materials, if possible, to help them describe their topics.

Activity 2 Ask each student to talk in front of the class about his/her special knowledge, using visual aids.

Activity 3 Ask each student to prepare a brochure about his/her topic, using paper, old magazines, and other media. Professional brochures may be used as examples.

Family Literacy Extension

Activity 1 Expand the concept of the brochure (Activity 3) to reflect not only individual strengths and interests, but the strengths and interests of the family as well. Children can make a brochure for themselves and then the parents and children together can create family brochures and share their strengths with other program participants.

Volume I, Sample Lesson 15: Accessing the Public Library System

Goal: To encourage access to the public library system.

Outcome Objectives: Learners will:

- Become familiar with the library system.
- Obtain library cards.
- Be able to check out materials.

Instructional Materials & Resources

- Two forms of identification (e.g., correspondence addressed to student with current postmark, Social Security card, DSS card)

Activity 1 Instructor accompanies class to the local public library, ensuring students know the way for future visits. If the library is not within walking distance, the instructor may prearrange private transportation or use the opportunity to demonstrate use of the public transportation system. A tour may be arranged through library staff, or the instructor may show students around if he/she feels comfortable. Special attention should be given to reference materials.

Activity 2 Using appropriate identification, students apply for library cards. Depending upon the library's rules, students may or may not use their cards that day to check out one or two books.

Activity 3 Instructor allows the class as a whole to choose a video to check out for later viewing in the classroom.

Family Literacy Extension

Activity 1 Parents will discuss the process involved in getting library cards for their children and ways that they can encourage their children to use the library and its services. Parents will, also, take the opportunity to become familiar with the children's section and may want to choose a book to read with their children. Parents can be introduced to books for their own use that offer

insight into common parenting issues and concerns. If practical, the children, too, can participate by accompanying their parents on the outing and choosing their own books.

Activity 2 Back in the classroom, parents meet to explore such issues as fostering their children's new sense of responsibility that comes along with acquiring a library card, teaching their children "library etiquette," how to choose quality children's literature, etc.

Volume II, Sample Lesson 25: Then and Now

Goal: To explore the effect of past schooling on the learner's current attitude toward learning.

Outcome Objectives: The learners will:

- Be more enthusiastic about accomplishing learning goals.
- Initiate new learning with greater enthusiasm.
- Have more confidence in their ability to perform in the classroom.

Instructional Materials & Resources

- HANDOUT V1: *Schoolhouse* (page 191)
- HANDOUT V2: *The Story of Sean* by Guy Dodd (page 193)

Activity 1 Learners will receive HANDOUT V1, which is a graphic of a "typical schoolhouse." Learners will respond to the graphic by listing or saying words that come to mind when thinking of school. This activity is repeated as a large group, with instructor recording feelings/words on flipchart.

Activity 2 Learners will discuss feelings/words listed and relate how past schooling can have a big impact on later schooling attempts, as well as on life. Instructor can facilitate discussion by asking open–ended questions, such as:

"Why did you use [particular feeling/word]?"

"Why are some of the feelings/words used so commonly?"

Facilitator may wish to explore some of the stronger feelings/words listed by individual learners.

Family Literacy Extension

Activity 1 Adult learners will list reactions to HANDOUT V1 that depict how they view their children's educational experiences. This can be done for children who are enrolled in school or child care or even those who participate in playground activities. Those that are positive in nature (*i.e.*, "fun," "friends," "smart," "happy," "learning") should be encouraged. Those that indicate potential

problems (*i.e.*, "frightened," "embarrassed," "dumb") should be examined and possible strategies for altering those situations should be determined.

Activity 2 Instructor asks the adult students to indicate how their families feel about their continuing education. Discuss the ways in which their education impacts upon each member of their families and reinforce these impacts by listing them on a chalk board or newsprint.

Handout V1: Schoolhouse

HANDOUT V2

The Story of Sean

Then there are people like Sean who don't fit in anywhere. He always sits by himself. He never talks to anybody else in the class, never relates. When I call on him to read in class, he gets bright red. When I go over by his desk to see how he's doing on his work, you just feel the wall come up, the tension come up. Now here he is, coming down the hallway. It's Friday, the last hour of the day. The party animals have just entered into the room. Here comes Sean. I'm on hall duty.

"Hi Sean."

"Hi."

"How are you doing?"

"Okay."

"Hey, what are you gonna do this weekend?"

He stopped and looked me right in the eye. He says, "I'm gonna' see my mom."

"Oh, don't you get to see your mom very often?"

"No, I haven't seen her in nine years. She deserted us."

Then he walks on by.

NOTE: Author Guy Dodd received the *Teacher of the Year* award from President Reagan in 1987. The above story is from Mr. Dodd's speech at the White House, during which he reminisced about his years as a teacher in the Midwest.

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